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ABSTRACT

This report summarizes the major literature dealing with the following major issues in adult basic education (ABE): target and demand populations (size, characteristics, and subgroups of the ABE population and the decline in participation); services provided (the purpose of the Adult Education Act, objectives and goals of ABE, problems of recruitment and retention, ABE instruction, counseling services, diagnosis of abilities, methods of credentialing); organization for delivery of services (staff characteristics; use of aides, paraprofessionals, and volunteers; staff training; program location and facilities; coordination of services; evaluation, monitoring, and reporting; and program innovation and improvement); and finance of ABE (lack of commitment; use of limited resources; alternative methods of support; and Federal, state, local, and participant roles). Also provided is a 360-item annotated bibliography of works dealing with the following topics: administration/staffing, ABE, adult competency/adult performance level, aging, information sources, characteristics and disabilities of adult learners, dissemination, evaluation, finance, future issues, government role, history, innovation, instruction and curriculum, international concerns, library programs, lifelong learning, media, philosophy, program planning, literacy, recruitment/retention, research, teacher training, and vocational/occupational training. (MN)

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Technical Report No. 1

# Identification of Issues in Adult Education

Darlene F. Russ-Eft
David P. Rubin
Rachel E. Holmen

Prepared by

SAGE
STATISTICAL ANALYSIS GROUP IN EDUCATION

For the

National Center for Education Statistics

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TECHNICAL REPORT NO. 1

# IDENTIFICATION OF ISSUES IN ADULT BASIC EDUCATION

Darlene F. Russ-Eft

David P. Rubin

Rachel E. Holmen

Statistical Analysis Group in Education
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

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December 1979

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TABLE OF CONTENTS


| | Page |
|---|---|
| ABSTRACT | 1 |
| INTRODUCTION | 3 |
| Purpose of the Present Document | 5 |
| Approach Used in Identifying Issues | 6 |
| ISSUES IN ADULT BASIC EDUCATION | 7 |
| Target Population and Demand Population | 7 |
| Size of the population | 7 |
| Decline in participation | 9 |
| Characteristics of the ABE population | 10 |
| Subgroups within the ABE population | 11 |
| Services Provided | 12 |
| The purpose of the Adult Education Act | 12 |
| The objectives of subgroups within the ABE population | 13 |
| Reformulation of goals in terms of adult competencies | 14 |
| The problem of recruitment and retention | 16 |
| Explanations and solutions for low recruitment and retention rates | 17 |
| Descriptions of ABE instruction | 21 |
| Curriculum materials | 22 |
| Counseling | 23 |
| Diagnosis of abilities | 24 |
| Credentialing | 24 |

Organization for Delivery of Services . . . . . 25
Important characteristics of the staff . . . . . 25
Use of aides, paraprofessionals, and volunteers . . . . . 25
Training for ABE staff . . . . . 26
Program location and facilities . . . . . 28
Coordination of services . . . . . 28
Other aspects of delivery service organization . . . . . 30
Evaluation, monitoring, and reporting . . . . . 31
Program innovation and improvement . . . . . 32
Financing Adult Basic Education . . . . . 35
Lack of commitment . . . . . 35
Use of limited resources . . . . . 35
Alternative methods of support . . . . . 36
The federal role . . . . . 37
The state role . . . . . 38
The local role . . . . . 39
The participant's role . . . . . 40

REFERENCES . . . . . 41

ANNOTATED BIBLIOGRAPHY . . . . . 45
Administration/Personnel/Staffing . . . . . 47
Adult Basic Education . . . . . 49
Adult Competency/Adult Performance Level (APL) . . . . . 61
Aging/Older Adult . . . . . 65
Bibliographies/Review/Information Sources . . . . . 67

Characteristics of the Adult Learner/Adult Learning Disabilities 73

Dissemination . . . . . 79

Evaluation of Programs . . . . . 81

Finance . . . . . 83

Future Issues . . . . . 85

Government: U.S. Department of HEW . . . . . 87

History . . . . . 99

Innovation/Social Change . . . . . 101

Instruction/Curriculum . . . . . 103

International Concerns . . . . . 109

Library Programs . . . . . 113

Lifelong Learning . . . . . 117

Media/Computers . . . . . 119

Philosophy/Models . . . . . 123

Program Planning . . . . . 133

Reading Programs/Literacy . . . . . 139

Recruitment/Retention . . . . . 149

Research . . . . . 151

Teacher Training . . . . . 153

Vocational/Occupational Training . . . . . 155

AUTHOR INDEX . . . . . 159

ABSTRACT

This paper was developed to identify critical issues in adult basic education (ABE). Adult basic education is defined as any purposeful effort through the high school graduate level toward self-development in the basic skills of communication, computation, health, consumer development, and citizenship carried on by an adult who is generally classified as functionally illiterate or undereducated. Issues were identified through a systematic review of the literature, as well as through interviews and discussions with persons involved in adult education programs. These issues were grouped into four major categories dealing with (1) the target population and demand population, (2) the services being provided, (3) the organization for delivering services, and (4) the financing of adult basic education and adult education. An annotated bibliography is also provided.

# INTRODUCTION

A four-year investigation of adult functional competency, titled the Adult Performance Level (APL) Project (1975), found that one out of five American adults lacks the skills and knowledge needed to function effectively in making a living and maintaining a home and family. Many of these people cannot cope with day-to-day demands, either because they cannot read or because they cannot understand what they read. Furthermore, approximately 39 million adults in the United States (one in three) can be classified as functional but not proficient in such basic skills as money management, comparison shopping, and sales and income tax calculation.

This lack of proficiency is related to failure to complete the formal education sequence. More than 50 million American adults do not have a high school diploma or its equivalent. Of these, 15 million have less than eight years of schooling. Low levels of education are, in turn, related to conditions of unemployment, underemployment, and dependence on welfare programs. (See the July 1977 testimony by supporters of adult education programs before the House Committee on Education and Labor.)

Seeing the need to give more attention to adult competency and education, Congress enacted three major pieces of legislation during the sixties to provide opportunities for adults to complete a basic education. The Economic Opportunity Act of 1964 (P.L. 88-452) established an educational program for adults 18 and older who had not finished eighth grade. Various refinements to the program occurred through the passage of the Economic Opportunity Amendments of 1965 (P.L. 89-253), the Adult Education Act of 1966 (P.L. 89-750), and the ESEA Amendments of 1967 (P.L. 90-247). Then the Vocational Education Amendments of 1968 (P.L. 90-576) extended these opportunities to 16- and 17-year-olds. Included in the Adult Education Act of 1970 (P.L. 91-230) was the provision that changed the purpose to enable adults to complete the secondary level.

Major legislation on adult education continued into the seventies. The Adult Education Act of 1970 modified the purpose to enable adults to continue their education and complete the secondary level, and it created a 15-member National Advisory Council on Adult Education appointed by the President. The Education Amendments of 1972 provided adult education programs specifically for Native Americans, while the Education Amendments of 1974, Special Projects Act, Section 405, defined "community school program" and enabled the commissioner to establish and operate a clearinghouse on adult education. Most recently, the Education Amendments of 1978 indicate an emphasis and concern about providing basic-skills education and training. The following was added to the statement of purpose for providing adult education opportunities: "to enable all adults to acquire basic skills necessary to function in society."

The General Education Act, Section 403a (20 U.S.C. 1221c), mandates that the Office of Education will collect and disseminate information about education in the United States. In partial fulfillment of its mandate, the National Center for Education Statistics (NCES) began, in the sixties, to prepare summaries of the various adult education reports submitted by the states. An annual report, titled Adult Basic and Secondary Program Statistics, was first produced in 1967-68. It provides data based on annual reports filed with the U.S. Office of Education by each state, the District of Columbia, and participating outlying areas, and it includes information on enrollments, student characteristics, completions, separations, teachers, classroom facilities, and inservice training.

In addition, NCES has published data on adult education received on a triennial cycle from the U.S. Bureau of the Census. The Participation in Adult Education (PAE) studies (conducted in 1969, 1972, 1975, and 1978) address the extent of participation in adult education, the nature of such participation, and the reasons for this participation. In other activities, NCES has surveyed and reported the results on Adult Education in Community Organizations, 1972; Adult Education

in Public School Systems, 1968-69 and 1969-70; Adult Education through Home Study, 1976, and Noncredit Activities in Institutions of Higher Education (for the years ending June 1968 and 1976). Finally, NCES will publish a manual of terminology that may be used in adult education and in other survey activities, titled Adult Learning Activities: A Handbook of Terminology for Classifying and Describing the Learning Activities of Adults.

Because of the increasing involvement of the federal government in general education and vocational training for functionally illiterate and undereducated adults, NCES has requested that, as part of the work of the Statistical Analysis Group in Education (SAGE), a comprehensive examination be conducted of major issues in the area of adult basic education, and that analyses addressing these issues be conducted using available data bases. The present report, identifying the major issues, is the first in a series focused on this topic. Other reports will identify available data bases in ABE, analyze them, and present the results of such analyses.

## Purpose of the Present Document

To ensure that the series of reports is definitive, issues that have been raised and that have policy implications for ABE were identified. An issue-oriented literature review was undertaken, and interviews were conducted with selected administrators, teachers, and researchers involved in ABE. NCES proposes to address the major issues identified by this review in future analyses of existing data.

Although some of the issues are not relevent to the analysis of NCES data in adult basic education, the authors felt that discussing all of the major issues in the area was important. Others who are concerned with adult basic education may be able to use this review in their own work. The purpose of this report, therefore, is to set forth major issues found in the literature on ABE.

## Approach Used in Identifying Issues

The present document is divided into two major sections. The first section contains a discussion of important issue areas, followed by a listing of issue questions specific to that area. The second section contains an annotated bibliography of literature in ABE and in related topics. The bibliography focuses most heavily on literature published within the past five years.

The approach used in identifying issues was an application of the procedures being developed for more general purposes by SAGE. Issue statements were first generated, one by one, through analysis of the contents of the documents that were reviewed. The analysis was based on the occurrence of defined "issue-loaded" words and phrases. The issues were then categorized and pruned to reduce redundancy.

## Target Population and Demand Population

The Adult Education Act defines the target population for adult education as any individual who is 16 years of age or older and who is not required to be in school. The focus of the programs under this Act is upon instruction below the college level. The Act further defines "adult basic education" as being targeted upon "adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their ability." Such education should be designed to raise the level of education of these individuals to make them less likely to become dependent on others, to improve their ability to benefit from occupational training and thus increase their opportunities for more productive and profitable employment, and to make them better able to meet their adult responsibilities (20 U.S.C. 1202).

"Demand population" is a term introduced by the National Advisory Council on Adult Education. In a recent assessment of the Adult Education Act, the Council (1978) defined demand population as adults who experience personal and social disadvantages because of an inadequate education and who actually want, demand, and are capable of using adult education.

The following sections describe issues relating to the target population and to the demand population.

Size of the population. The Act clearly emphasizes improving the basic skills of adults through education. The literature on ABE, however, suggests that only vague notions exist on the extent and seriousness of skill deficiencies among adults. For example, widely varying estimates of these skill deficiencies have been made. According to the 1975 Current Population Survey by the U.S. Bureau of the Census, almost 14 million Americans who were 25 years of age or older (about one in eight) had less than an eighth-grade education, and about half

of these people had only a fourth-grade education. On the other hand, according to the results of the APL study (Adult Performance Level Project, 1975), one out of five American adults lacks the skills and knowledge needed to function effectively in making a living and maintaining a home and family. Obviously, the way that one defines target population can affect the results that are obtained from such questions as "To what degree are Americans deficient in basic skills?" and "What is the extent of that deficiency problem?"

Answers to questions about the size of the target population are important, not only because they indicate the extent of an educational problem in the United States but also because they are the figures used in allocating federal funds to states for adult education programs. As a consequence, the accuracy of statistics from local, state, and federal agencies about the number of persons in the target population and the demand population has been questioned (Veri, 1973; Coles, 1976). In their most recent publication, the National Advisory Council on Adult Education (1978) listed accurate assessment of the population as a major data need. Furthermore, their report suggested that the statistics on the demand population (i.e., those who actually want, demand, and are capable of using adult education) be used in place of the statistics on the target population for allocating funding. "There is a possible inequity in fund distribution to the states where Target Population data is used as formula base. Using the Demand Population as a data base may prove a sounder method for Federal resource distribution (p. 8)." The use of the demand population for funding allocation may increase states' recruitment of their target population. Issues involved in recruitment will be discussed in a later section of this paper.

Questions that need to be investigated are:

- To what extent is basic-skill deficiency a problem in the United States?
- How many persons participated in ABE programs?

- Is it true that ABE statistics, in general, and literacy statistics, in particular, are not adequate for understanding and assessing the depth of basic-skill problems?
- Is it true that the ABE target population accounts for one-third of the adult population in most major cities?
- How much variation occurs among the states in terms of the size of the ABE target population?
- Is it true that the ABE demand population is only 1% to 3% of the target population?

Decline in participation. Questions about the sizes of the target and demand populations point to another area of concern. Various educational leaders and researchers have predicted a slowdown in the expansion of participation in adult and continuing education and suggested that declining enrollments will continue (e.g., O'Keefe, 1976; Cross, 1977). Current participation rates in ABE, however, are very low. For example, Kozoll (1973) reported that of approximately 5 million uneducated and undereducated adults in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee, only 133,000 participated in some kind of remedial program.

Another issue concerns the need for accurate statistics on the target population and on the demand population in ABE. More is known about the pattern of participation than is known about the number of participants (Cross, 1977). Accurate statistics will make it possible to determine whether and in what areas participation is declining and to provide some forecasts of participation rates. Such data can be used to decide whether and where expansion of ABE and adult education services may be needed.

Questions that need to be investigated are:

- o Is a slowdown taking place in the participation rates in ABE and in adult education?
- o After the World War II baby-boom group passes through the early adult years, will participation in adult education decline?

Characteristics of ABE population. To plan for the development of appropriate services, questions have been raised concerning the characteristics and needs of the target population and the demand population. The APL study (Adult Performance Level Project, 1975) found, not surprisingly, that the lowest levels of competency were associated with low educational attainment (eight years or less of school), low job status (unemployed or unskilled), and an inadequate income (poverty level or less). On the other hand, Mezirow, Darkenwald, and Knox (1975) reported that typical ABE classes have students with a wide diversity of backgrounds. Increasing numbers of Hispanic immigrants have led to greater demands for ABE services, especially in the southwestern part of the United States. Better information is needed about important ABE population characteristics and needs. Indeed, the recent Education Amendments mandate that each state identify the educational needs of members of the target population within that state. (See Sec. 306.b.4 of the Education Amendments of 1978.)

- o What are the characteristics of the ABE target population in terms of ethnic background, sex, age, educational achievement, occupation, income, ability level, citizenship, welfare status, place of residence, and psychiatric condition?
- o What percentage of the target population falls into each of these three groups: (1) those who are economically secure and who value education, (2) those who are beset by financial problems and family responsibilities but who value education, (3) those who place no value in education?
- o What are the characteristics of the ABE demand population in terms of ethnic background, sex, age, educational achievement, occupation, income, ability level, citizenship, welfare status, place of residence, and psychiatric condition?

Subgroups within the ABE population. Concerns are raised about better understanding the characteristics of the ABE population as a whole, and issues focusing on the characteristics of certain subgroups appear throughout the literature. For example, the Education Amendments of 1978 (Sec. 306.b.12) require states to examine the special educational needs of adult immigrants. The annual report of the National Advisory Council on Adult Education (1978) discussed issues of basic education and minimal competency for Native Americans, military personnel, the incarcerated and institutionalized, and the elderly, especially those whose English language ability is limited. O'Keefe (1976) asked whether unique educational needs exist for such subgroups as women entering the labor market, the unemployed, minorities, and potential career changers. For example, although women may be more likely to enroll in ABE (Anderson & Darkenwald, 1978), they may be less likely than men to receive support from their families while attending (Ploetz, 1978), and they may be more likely than men to drop out of the programs. Cross (1977) argued that the needs and interests of employed women differ more from those of full-time housewives than the educational needs of women as a group differ from those of men.

Questions that need to be investigated are:

- Will the benefits of changing policies or launching programs to aid certain subgroups with serious educational needs outweigh the costs?
- What are the special characteristics and educational needs of immigrants, refugees, older adults, the handicapped, inmates of prisons or other institutions, minority groups, the unemployed, and women?
- What differences occur in the participation rates of special subgroups, such as immigrants, refugees, older adults, the handicapped, inmates of prisons or other institutions, minority groups, the unemployed, and working women?
- Are certain subgroups less likely than others to participate in ABE, even when educational status, income, occupation, sex, and other important characteristics are held constant?

Services Provided

The purpose of the Adult Education Act. The Adult Education Act stated the purpose of USOE's ABE and ASE (Adult Secondary Education) programs in these terms:

> It is the purpose of this title to expand educational opportunities for adults and to encourage the establishment of programs of adult public education that will - (1) enable all adults to acquire basic skills necessary to function in society, (2) enable all adults who so desire to continue their education to at least the level of completion of secondary school, and (3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsive citizens. (Adult Education Act, Sec. 301)

Much discussion and debate have occurred about precisely what instructional goals and objectives would best serve the achievement of the legislation's purpose. Formulations of ABE goals range from those that specify only rudimentary skill development in literacy and use of numbers to behavioral objectives that require that adults apply basic skills in "real-life" situations. Other educators prefer goals that are formulated in terms of the psychological effects on learners: building self-image, overcoming the learner's sense of inadequacy, and increasing self-direction (Mezirow, Darkenwald, & Knox, 1975). The purpose of the Adult Education Act is sufficiently general that many different program goals can be and are argued to serve the legislation's purpose.

Questions that need to be investigated are:

- Is a diversity of program goals desirable?
- If not, how can more uniformity be achieved?
- How can more precise government regulations and guidelines serve to promote diversity or uniformity of program goals?
- Through what process should the regulations and guidelines be formulated?

The objectives of subgroups within the ABE population. In addition to the multiplicity of stated goals for ABE programs in general, subgroups of ABE learners appear to be interested in different clusters of goals. For example, immigrants and refugees want to learn to speak and read English, to be exposed to and learn to appreciate aspects of American culture, and often to learn to read and write in their native language (Seller, 1978). Undereducated Americans, many of them school dropouts, want to focus their efforts on the three Rs and hope to find jobs as a result of their study. Women returning to the labor market want to develop marketable skills, while other women want to learn to cope better with the problems of parenting. The elderly often want to better themselves in general, but they also want to use adult education programs to increase their social interaction (Cross, 1977).

The general lack of consensus about the most appropriate ABE goals extends beyond learners to teachers and administrators. Some teachers and administrators view eighth-grade completion by learners as the appropriate target for their efforts. The skills acquired in grades 1-8 are traditionally considered the substance of ABE. Other teachers and administrators consider eighth-grade completion to be of little value compared to the value of providing learners with the training necessary to earn a high school diploma by passing the General Educational Development Test (GED), a high school equivalency exam (Mezirow, Darkenwald, & Knox, 1975). Learners who enroll in ABE programs do not all have the same objectives, and teachers and administrators do not agree on which ABE goals are most appropriate.

A related problem concerns the involvement of learners in decision-making about goals and objectives. Decisions about the goals of ABE programs can be expected to have important effects on the kinds of programs that are developed and the kinds of learners who enroll. The involvement of learners in formulating the goals of programs is said to "enhance relevance...[of courses to learners]...and decrease [their] suspicion" (Samuels, 1975). But the involvement of learners in this

way is reported to be "almost unheard of" (Mezirow, Darkenwald, & Knox, 1975).

Questions that need to be investigated are:

- o What are the implications of involving learners in decision-making about ABE program objectives?
- o Do these differ according to level: federal, state, local?
- o Through what mechanisms can learners be involved?

Reformulation of goals in terms of adult competencies. The kind of goals formulated for ABE programs has recently shifted from those emphasizing the acquisition of basic skills, per se, to those emphasizing the application of specific life situations skills (Gotsick, 1973; Deaton, 1975). This shift has been accelerated by the findings and recommendations of the Adult Performance Level Study (APL) funded by the U.S. Office of Education (Parker, 1978; U.S. Department of Health, Education, and Welfare, 1978). According to the APL study, an American adult must have some critical level of knowledge in consumer economics, occupationally related knowledge, community resources, health, and government and law; and he or she must be able to act effectively in those knowledge areas by employing skills of communication, computation, problem solving, and interpersonal relations.

Criticisms have been raised about the validity of the APL findings and the soundness of the inferences drawn from the findings. (See Heller, 1977, for an excellent critique.) To determine the critical levels of competencies necessary for an adult to function in the United States, researchers assumed that functional competency was positively correlated with "success." They attempted first to determine measures that would discriminate "successful" adults from "unsuccessful" adults. For this purpose, they used levels of income, education, and job status. Next, they developed test items for each knowledge area and skill type, that were answered correctly with greater frequency by "successful" adults than by "unsuccessful" adults. Then, for sets of selected test items in each knowledge area, levels

of proficiency associated with low, middle, and high "success" adults were determined. Scores on proficiency exams that were in the range of "low success" adults were judged to be indicators of functional incompetence; those in the range of "middle success" adults were considered to be indicators of marginal competence; and those in the range of "high success" adults were judged to be indicators of proficiency.

Critics have suggested that adults rated low on income, education, and job status may be considered successful if different measures are used. These adults may be able to provide themselves and their families with food, shelter, and clothing. They may not be dissatisfied with their lifestyles. They may simply be out of the mainstream of American life. These critics argue that an assessment of minimal competencies should be based on abilities more akin to survival than on achievements that produce a relatively high rating on income, education, and job status. If success as defined is not a valid measure of competency, then competency measures (APL test items) defined in terms of "success" are also invalid.

The argument has been presented that, given the strong correlation reported by APL researchers between amount of education and "success" (as measured), any conventional test of basic skills is likely to be as good a predictor of "success" as are the APL test items. Since test items were developed by maximizing their predictive strength on the dimension of "success," critics willing to accept the APL definition of "success" have questioned whether the validity of the APL test is any greater for determining functional competency than conventional basic skills tests (Heller, 1977).

Still others have made the point that any test that attempts to identify abilities that "successful" individuals have and "unsuccessful" individuals do not is value-bound or culture-bound (Heller, 1977). (This concern is recognized and discussed in the APL Final Report, Lyle, 1977.) Adults who are "successful" in terms of level of education,

income, and job status are those who, for the most part, endorse or accept the dominant values of the culture. Since they value "success" as defined by the mainstream culture, they acquire the knowledge and skills to do well. Others, who may reject these values, may have acquired different skills and knowledge to allow them to succeed in other ways. The disadvantaged and disenfranchised may be forced to develop nonmainstream skills. As American society develops and new technologies shape our way of life (the workplace, the marketplace, etc.), new skills and knowledge will be necessary. This must call into question the future reliability of the APL measures of competency.

Questions that need to be investigated are:

- What are the implications of formulating goals in terms of functional competencies?
- Are the functional-competency goals defined in the APL study appropriate?
- Are the findings of the APL study valid and reliable?
- What are the implications of government endorsement of a single approach to testing and curriculum development (especially a controversial approach) or incorporation of the approach into regulations and guidelines?

The problem of recruitment and retention. Wide consensus exists among educators that recruiting greater numbers of persons who need more basic education and then retaining them in the programs is among the most pressing problems to be solved in improving ABE programs (Mezirow, Darkenwald, & Knox, 1975). Estimates of the percentage of those in need who are reached and then retained vary considerably, but figures indicating a recruitment rate of 1% to 5%, with only half of those who are recruited being retained, are considered credible (Kozoll, 1973). Surveys of ABE programs have found that only a few contain "more students than they can handle." Reports have noted the transient nature of attendance with the same students moving into and out of programs over an extended period of time.

While it is clear that many who are in need of ABE are not being reached, educators have argued that those who are being served are those whom programs are best able to serve. Whether this is because of a narrow focus among existing programs or because of the difficulty, for whatever reasons, of serving the overwhelmingly large remainder of the target population is moot. Several studies have attempted to identify the differences in the characteristics of those who enroll and persist in ABE programs from those who fail to persist (Anderson & Darkenwald, 1978). Persisters tend to have higher socioeconomic statuses and higher incomes than nonpersisters, and they are more likely to be employed. In addition, persisters tend to have had more formal education, are typically older, and are less likely to be black. Much less is known about members of the target population who never enroll.

Questions that need to be investigated are:

- How accurate are estimates of who in the ABE target population is recruited and retained? If estimates are inaccurate, what are the actual numbers?
- How accurate are the reported differences in characteristics between persisters and nonpersisters?
- What are the differences between members of the target population who enroll and those who do not?

Explanations and solutions for low recruitment and retention rates. Much of the recent literature on ABE offers explanations and solutions for the problem of low recruitment and retention. The explanations and their related solutions fall into two major categories: those relating to the characteristics of target population and those relating to the characteristics of the institutions providing ABE services.

Turning to the characteristics of the targeted population, we find that one class of explanations deals with the constraints that members of the target population often face, simply as a result of their life situations. They are said to have jobs that conflict with

course scheduling, to have family responsibilities such as children or invalids to care for, and to lack the resources to arrange care while they attend class. They often lack transportation to classes or are in poor health and cannot attend (Hayes, 1973). Some are embarrassed over their physical disabilities or their clothing (Byrd, 1972), and many never did like school. Solutions to problems, such as subsidizing participant transportation to classes, holding classes in informal living-room-like settings, providing child care services, telephoning those absent from classes to encourage them to return, and providing job counseling and placement are logical responses to the problems (Hayes, 1973; O'Keefe, 1976). Unfortunately, they are largely untried and unevaluated. In addition, they are likely to increase the cost of ABE considerably.

Another class of explanations indicates that members of the target population have little expectation that participation in ABE will pay off for them (Cook, 1977). Thus, potential learners may not attend ABE programs, even though they know where the programs are offered and can easily attend. They believe that barriers to improving their quality of life are the result of constraints imposed by their social environment rather than by their own lack of skills.

Members of the target population are said to be loners, to be disaffected and alienated from mainstream culture (Samuels, 1975; Knowles, 1978). Educators argue that teachers cannot count on socialization as a motivational force that operates, as in elementary/secondary classrooms, through the evolution of shared values and encourages changes in individual attitudes. Also, potential participants are likely to be discouraged by perceived differences in academic and social status between themselves and the people they anticipate encountering in programs or enroute to programs (Deaton, 1975). They may associate classes with previous experiences of frustration and failure. They may distrust teachers and administrators, and perhaps believe that they, themselves, will be thought of as failures. Distrust of staff results, in part, from the part-time nature of most staff

appointments, symbolizing to participants a lack of staff commitment (Kozoll, 1973). Distrust may also result from perceptions of the nature of ABE programs and methods. Some programs and methods are focused, almost exclusively, on developing basic skills in the three Rs, and they fail to recognize the importance of social factors unrelated to the individual's ability which, nevertheless, may constrain improvements in life conditions (Boggs, 1974).

Focusing on the characteristics of institutions, some educators believe the recruitment problem is largely the result of institutions failing to get credible information to potential participants. Institutions rely on media to which those low in literacy skills do not have access. For example, some members of the target population cannot read sufficiently well to learn of ABE opportunities that are frequently publicized in print media (Rossman, 1975). A related problem is that information about ABE does not come to potential participants from trusted sources. Many members of the target population live in urban areas where isolation, anonymity, and distrust is more common and where integration into the community and a ready flow of information through word-of-mouth communication is less common. Two solutions follow logically from these views: (1) use audiovisual media, usually television, to publicize ABE offerings (Rossman, 1975), or (2) use recruiters to seek out potential participants in their communities and to publicize courses by word-of-mouth (Veri, 1973). Critics of these strategies argue that the use of audiovisual media does not work, because most of the less educated use audiovisual media for entertainment rather than for instructional purposes. Critics also argue that word-of-mouth recruitment does not work unless potential participants actually know and trust the recruiters. If the recruiter of a potential participant were a neighbor or relative who had had a successful ABE experience, the strategy might be effective. But few of the undereducated know ABE students, and many students report unsatisfying experiences (Mezirow, Darkenwald, & Knox, 1975).

The recruitment and retention problem can also be seen as the result of the lack of integration of ABE institutions with other institutions or organizations that are a meaningful part of the lives of potential participants. Individuals are unlikely to learn about program offerings; if they do learn about them, they are unlikely to enroll, unless the institutions offering the programs are part of the subculture with which potential participants are familiar and comfortable (Boggs, 1974; Samuels, 1975). Suggestions to use churches, employers, welfare, and employment agencies to refer students follow from this view of the problem. Educators who are critical of such suggestions believe that few members of the target population take advice from others, except for close friends, and that few members of the target population are associated with any formal organizations, even churches.

Others state that the institutions that provide ABE programs fail to create adequate learning opportunities to accommodate potential participants. Institutions rarely attempt to develop outreach programs that would make class locations more convenient. They usually fail to diversify program offerings to match the needs of the target population. And, course offerings are seldom publicized in ways that effectively reach potential participants (Mezirow, Darkenwald, & Knox, 1975). These practices are expensive and the cost of recruitment may increase dramatically as each additional learner is enrolled. Perhaps enrolling only 2.5% of the target population (those initially disposed to attend who can also leave their homes and get to classes without too much inconvenience) is reasonable and affordable, but moving much beyond that percentage, as recruitment and retention begin to require special and costly strategies, is too expensive.

Although the poor recruitment and retention rate of ABE programs is widely acknowledged, many explanations about the problem and many strategies to improve the low rates have been suggested. The explanations for the low rates are based, almost entirely, on impressionistic evidence and rather free generation of hypotheses from general socio-

logical and psychological theory. Much uncertainty exists about which explanations for which subpopulation are most valid. Although many solutions to the problem are suggested in the ABE literature, few are based on systematic trial and evaluation, and no evidence exists that solutions that appear to have worked moderately well in particular contexts are likely to be generalizable to other contexts. It should be noted, however, that the 1978 Education Amendments recognize the recruitment and retention problem and prescribe a remedy. The states are required to describe the efforts undertaken to "assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs" (Sec. 306.b.9).

Questions that need to be investigated are:

- Why don't members of the ABE target populations enroll in ABE programs?
- Why do ABE participants drop out of programs?
- Which strategies for increasing the recruitment and retention rate are most cost-effective?

Descriptions of ABE instruction. An embarrassing anomaly exists in the literature regarding what occurs in ABE classrooms. A recent review found little in the way of quantitative or qualitative descriptors of "what's being done and to whom" (Kavale & Lindsey, 1977). Nevertheless, there are many generalizations about the nature of instruction. For example, substantial diversity in content and approach to ABE courses is reported among states. Even APL courses are said to differ markedly in these areas (Heller, 1977). Instruction is said to be repetitive and discontinuous. This is hypothesized to be the result of irregular attendance, variation within classes in skill and ability levels, and new student enrollment continuing throughout the class term (Mezirow, Darkenwald, & Knox, 1975). Generalizations about ABE instruction lack a solid basis of systematic observation and measurement. Without such information, any attempt to draw inferences about what types of instruction appear most effective for particular types of learners is impossible.

Even though little information is systematically collected about the nature of ABE instruction, educators generally agree that most methods employed by ABE teachers are traditional. Classroom interaction involves teacher questioning and student answering in the conventional recitation, test, and review format (Hall & Coley, 1975).

A number of innovations have been proposed in response to ABE's poor recruitment and retention record. These include outreach programs and the use of paraprofessionals teaching in the homes of enrollees (Hayes, 1973), more individualization in instruction to improve the match to individual differences among learners (Knowles, 1978; Cook, 1977; Deaton, 1975; Samuels, 1975), increasing the relevance of materials to learners (Mocker, 1975), and promoting learner self-direction (Knowles, 1978). Others propose that classwork be organized around adult life situations rather than traditional subjects. These situations might involve survival skills, the use of community resources, legal procedures, consumer education, and the needs of students (Cross, 1977, Samuels, 1975). Still others suggest exploring the use of rewards to increase motivation (Davies, 1975; Veri, 1973) and the use of more educational technology such as programmed instruction and CAI (Hall & Coley, 1975). Combined programs of basic instruction and skill development (Davies, 1975; Veri, 1973) and the use of learning centers for irregular attendees are advocated.

Questions that need to be investigated are:

- What is being taught in ABE programs?
- What instructional methods will improve recruitment and retention?

Curriculum materials. Materials currently used in ABE instruction have been criticized on a number of grounds. They are rarely tested by publishers, and tests conducted by others have found many materials to be ineffective (Lumsden, 1975). A reported scarcity of materials relevant to basic skills instruction for adults (Russell & Sumner, 1975) is said to limit the drawing power of ABE programs. Delays in

obtaining materials have been reported, and difficulty in obtaining materials has forced students to borrow them or try to locate and purchase them on their own. Such problems are said to decrease the effectiveness of ABE instruction (Mezirow, Darkenwald, & Knox, 1975). Other complaints about materials commonly used are that they are biased toward middle class culture, that they underrepresent and denigrate lower class occupations, and that they often have sexist or racist overtones. (Coles, 1977).

Some educators who have written about curriculum materials recommend developing more programmed-instruction materials, which, they claim, remove the embarrassment of failure (Davies, 1975). They also recommend more APL-based materials and more materials designed for outreach programs (Adult Level Performance Project, 1975).

Questions that need to be investigated are:

- How effective are existing ABE materials?
- How important are quality materials to the overall effectiveness of ABE programs?
- How can the development and publication of effective materials be encouraged?

Counseling. The provision for counseling in coordination with ABE instruction has been considered a critical component of a complete ABE program. Still, great uncertainty remains about what level of counseling, if any, is worth its cost (O'Keefe, 1976). The inclusion of counselors in ABE programs raises new questions. How should responsibilities be divided between counselor and teachers? In particular, the role of counselors in the testing process has been questioned, and, in addition, the ethnicity of counselors has been shown to be a factor affecting communication. White counselors are reported to have difficulty communicating with black students (Mezirow, Darkenwald, & Knox, 1975).

Questions that need to be investigated are:

- How cost/effective are counselors as members of the ABE staff?
- In what roles are counselors most cost/effective?

Diagnosis of ability. The number of grades completed has been commonly used to place students, even though this method is widely recognized as a poor approximation of diagnosing ability (Davies, 1975). Existing tests of ABE skill proficiency that produce grade-level equivalency scores are not believed to be wholly adequate, either (Hall & Coley, 1975). The results of inadequate tests are often inaccurate placements and classes of excessive heterogeneity in student ability, which is cited as one factor that interferes with instruction (Mezirow, Darkenwald, & Knox, 1975). Without adequate tests teachers do not have one important tool to determine the coursework appropriate for particular students (Cook, 1977). And students are often without accurate benchmarks of their own progress (Mezirow, Darkenwald, & Knox, 1975).

A question that needs to be investigated is:

- How adequate are currently available tests of adult proficiency?

Credentialing. The importance of proficiency exams that accurately estimate adult skills has also been discussed with reference to credentialing. The research staff of the Adult Performance Level Project (1975; Lyle, 1977) has proposed the use of competency-based exams to decide who should be credentialed. They would have students complete a series of adult life-related performance tasks before awarding certification of high school completion.

Questions that need to be investigated are:

- How carefully controlled is the awarding of high-school equivalency diplomas?

- o What are the costs and benefits of changing the level of control?
- o What are the implications if ABE programs move toward more APL type tests of competency for award of diplomas?

Organization for Delivery of Services

Important characteristics of the staff. Various authors have commented that the success of an ABE program depends upon having qualified personnel (Cook, 1977; Mezirow, Darkenwald, & Knox, 1975; Samuels, 1975). Training and experience in teaching reading, basic math, and other basic skills are important. Teacher interest in the learner, a warm and accepting personality, and a commitment to achieving the program goals are also cited as components of a successful program. Some authors have argued that race may influence the effectiveness of teachers in retaining black students (Darkenwald, 1975), and Kozoll (1973) argued that black supervisors are better able to empathize with black students and teachers than nonblack supervisors. The hiring of part-time or full-time staff is another problem area in staff organization. As mentioned in an earlier section dealing with the level of commitment to adult education, the majority of ABE personnel, including supervisors and teachers, are part time. Furthermore, career opportunities are limited. In many instances, advancement means moving out of adult education activities.

Questions that need to be investigated are:

- o Which characteristics of the ABE teachers and staff are correlated with successful programs?
- o Will the benefits of employing full-time ABE staff outweigh the costs?

Use of aides, paraprofessionals, and volunteers. An increasing number of adult education programs that are involved in teaching basic skills use volunteers as teacher's aides and support staff. Deaton (1975) and Samuels (1975) recommend the use of community paraprofessionals because of their ability to interact and communicate with ABE

participants. Mezirow, Darkenwald, and Knox (1975) emphasize that the issue of paraprofessional involvement should be examined from a broader perspective than the impact on the students. They suggest that considering the effects of such involvement on the paraprofessional is also important.

Screening and processing paraprofessionals is a major problem area since they are involved or will become involved in ABE programs. Another area of concern involves the kinds of duties, responsibilities, privileges, training, and supervision to be given to paraprofessionals. The funding level and salary increments may have some impact on the effectiveness and on the level of morale of those persons who receive pay for such efforts.

Questions that need to be investigated are:

- Is the use of paraprofessionals correlated with success in ABE programs?
- In what ways does involvement as a paraprofessional affect the individual, his or her family, and others, both inside and outside the classroom?
- Will the benefits of using paraprofessionals outweigh the costs?
- What criteria should be used to select paraprofessionals?
- Will the benefits of providing funding, salary increments, and other incentives outweigh the costs?

Training for ABE staff. Various educators and researchers have complained that ABE programs are mostly staffed with inexperienced teachers and support staff who lack training in teaching adults (e.g., Robinson, 1974; Mezirow, Darkenwald, & Knox, 1975; Hall & Coley, 1975). Russell and Sumner (1975) emphasize that this lack of trained instructional staff is a major problem in the delivery of ABE services. Kozoll (1973) goes even further by claiming that this situation is an important reason that ABE in the Southeast has been unable to attract more participants. The fact that the qualifications of ABE staff

differ in various parts of the country must be recognized. For example, teachers and support in programs in California are particularly well qualified (Damon, personal communication, 1979).

One aspect of the problem concerns education, training, and experience received prior to service in the classroom. Veri (1973) pointed out that not one college or university offered a baccalaureate in adult basic education, and our review has yielded no evidence of proliferation of such programs since then. Of course, many colleges and universities offer degrees in adult education, some of which include courses in ABE (see College and University Degree Programs for the Preparation of Professional Adult Educators, 1970-71 and Degrees Offered by College and Subject, 1977). Many believe that preservice education and training is needed for teachers, administrators, and paraprofessionals (e.g., Robinson, 1974; Hall & Coley, 1975; Hansen & Peper, 1976). These same authors also emphasize the need for developing inservice training opportunities--either because current preservice education and training opportunities are limited or because such education and training, even if available, are not sufficient. Of course, if inservice training opportunities are developed, it will be important to encourage staff to participate by providing release time, paying some portion of the salary, or offering an employment or promotion preference.

With the development of preservice and inservice education and training, another set of issues arises regarding the content of that education and training. Johnson (1975) noted that inservice training was becoming less theoretical and more applied. Mezirow, Darkenwald, and Knox (1975) stressed the need for training that is directly related to the distinctive problems of ABE and its students. They specifically mentioned certain teacher skills that need to be emphasized in such training: how to analyze classroom behavior and performance, how to personalize abstract ideas, how to use a variety of teaching methods to encourage student participation, how to motivate and involve students during the first meeting, how to teach "coping" skills, and how to prepare instructional material, particularly APL-based curricula.

Questions that need to be investigated are:

- Is it true that few ABE administrators, teachers, and support staff have received training in teaching adults?
- Does this lack of training and experience affect the program's ability to recruit and retain students?
- To what extent are preservice and inservice education and training opportunities in ABE available?
- Will the benefits of developing preservice and inservice education and training opportunities in ABE outweigh the costs?
- To what extent should incentives be made available to encourage teachers to participate in inservice training?

Program location and facilities. According to Mezirow, Darkenwald, and Knox (1975), decisions about the location and facilities can significantly affect the success or failure of an ABE program. Anderson and Darkenwald (1978) showed that participation in adult education increases with proximity to facilities and institutions providing these services. Such results argue for the use of more "scattered" sites. Informal, familiar, and close locations may have some disadvantages, however. Specialized equipment and materials, support services such as counseling, placement, and tutoring, and other services, such as recordkeeping, transportation, custodial, and security services, may be more difficult to provide.

Questions that need to be investigated are:

- Is it true that decisions about locations and facilities can lead to the success or failure of operating an ABE program?
- Will the benefits of using scattered sites (as opposed to centralized sites) outweigh the costs?

Coordination of services. The lack of coordination of adult education services appears as a major problem area. Territorialism, because of the marginality of adult education and because of severe competition for students and for funding, has resulted in a failure to

seek and involve other community agencies (Gotsick, 1973; Mezirow, Darkenwald, & Knox, 1975). This has occurred even though such coordination would lead to mutually beneficial services.

The lack of coordination at the local level may merely reflect the lack of coordination at the federal level. Varying regulations and guidelines of federal agencies may make it difficult for local agencies to coordinate services while still satisfying these regulations and guidelines. Over ten agencies are responsible for some 53 adult education programs, and their efforts are largely uncoordinated (Veri, 1973; Mezirow, Darkenwald, & Knox, 1975; Towey, 1978). The National Advisory Council on Adult Education (1978) cautions that requirements for states to coordinate related education and training programs are unrealistic, since national goals and federal legislation remain uncoordinated.

The literature is replete with recommendations that coordinated and cooperative services must be provided. Linkages should be provided with welfare, employment, and other community organizations. Gotsick (1973), for example, recommends increasing the cooperation and coordination between libraries and adult education. Certainly, trying to integrate activities with already existing institutions rather than creating new organizations and structures seems reasonable. Indeed, the 1978 Education Amendments mandate that cooperation and coordination among certain state agencies must be demonstrated (Sec. 306.b.3), that delivery of adult education services must be expanded through the use of organizations other than the public school system (Sec. 306.b.7), and that various public and private organizations must be involved in the development and implementation of the state plan (Sec. 306.b.8). However, the National Advisory Council on Adult Education (1978) warns that clear information is not yet available concerning which types of programs and what kinds of circumstances will lead to positive results from the coordination of program efforts.

Another aspect of providing coordinated services is that of cosponsorship. Cosponsorship of ABE courses by employers or community agencies has certain advantages in terms of facilitating recruitment efforts, but substantial administrative time and effort may be needed to initiate and to maintain the relationship. Other problems include additional recordkeeping, funding variations, and potential limitations and interruptions of class time.

Questions that need to be investigated are:

- Is it true that there is currently a lack of cooperation among agencies providing services to the ABE population?
- Will the benefits of increased cooperation and communication among such agencies outweigh the costs?
- Will the benefits of cosponsorship of ABE programs outweigh the costs?
- What mechanisms for cooperation are currently available?

Other aspects of program administration and management. An important issue for local administration is a concern about the costs and benefits of developing alternative delivery mechanisms, such as grass-roots organizations, private industries, colleges, and universities, for providing ABE. Some feel that, because of the great need, such mechanisms should be developed (Hayes, 1973), while others worry about the effectiveness of such groups (Damon, personal communication, 1978).

In both local administration and in classroom management, flexibility is a keynote. Deaton (1975), Samuels (1975), and Mezirow, Darkenwald, and Knox (1975) all mention the need for flexibility in the scheduling of courses, in enrollment policies, and in the management of classroom conduct. This may be the result of the great variation in abilities, interests, and needs of students. Such flexibility may, however, be counterproductive in terms of providing high quality educational experiences.

Questions that need to be investigated are:

- o Will the benefits of developing alternative delivery mechanisms outweigh the costs?
- o Do the benefits of providing flexibility in various aspects of the program outweigh the costs?

Evaluation, monitoring, and reporting. Issues regarding the evaluation, monitoring, and reporting of program activities have been discussed in numerous sources. Evaluation is a critical aspect of decisionmaking. Unfortunately, evaluation has become confused with compliance monitoring, and it has focused almost entirely on headcounts of participants (e.g., National Advisory Council on Adult Education, 1978; Kavale & Lindsey, 1977; Mezirow, Darkenwald, & Knox, 1975). Even the evaluation of teacher performance is based on enrollment and attendance figures. Critics of this approach have emphasized the importance of gathering various kinds of information to assist decision-making. Critics feel that planners need reliable, normative descriptions of ABE program practices, the kinds of classroom interactions, and the perspectives of students, teachers, and administrators involved in the program. Feedback from dropouts and graduates is essential for program improvement. Finding who drops out and why is important. Information is needed from enrollees and graduates about their increases in literacy and their fate after leaving the program. A critical question here concerns whether participants do, in fact, learn (implying a need for pre- and post-measures of basic-skill proficiency). In addition, community liaison staff could be used to gather reactions from the community as to whether the program is meeting student needs.

Roomkin (1972) levels several criticisms against the unsophisticated designs used in evaluations of ABE. In many cases, these evaluations completely ignore the economic aspects of remedial education programs. Furthermore, certain counter-explanations of ABE effects remain unexamined: (1) the "displacement" effect whereby participants gain economically because they displace nonparticipants in the labor market, (2) the "vacuum" effect whereby nonparticipants gain when the

participants leave the labor market, and (3) the "sheepskin" effect whereby participants gain because of having a new credential rather than new skills.

After evaluation information has been collected and analyzed, the results must be disseminated nationally. The recent Education Amendments specify that the Commissioner of Education will disseminate information about ABE approaches and methods that are most effective (Sec. 309.a.1.C). The National Advisory Council on Adult Education (1978) advises dissemination of data on program costs and benefits, on federal and state staff performance, on the organizational structures, and on client impact.

Questions that need to be investigated are:

- What are the costs and benefits of focusing ABE evaluation efforts on large-scale studies?
- Will the benefits of expanding evaluation effort beyond headcounting outweigh the costs?
- Do ABE participants improve in their basic-skill proficiency?
- Who drops out of ABE programs, and what are his/her reasons for doing so?
- What happens to participants and graduates of ABE programs after they leave?
- What economic effects do participation and graduation from an ABE program have?

Program innovation and improvement. Because the federal government is heavily involved in the funding and evaluation of ABE efforts, it is appropriate that the federal government also be concerned with program innovation and improvement. In reviewing the federal research and development agenda in adult education, Stalford (1978) recommended a centrally coordinated effort. He further recommended that research at the federal level should focus on improving the extent and nature of participation by adults needing basic education, on identifying the characteristics of effective services, and on understanding the value of adult education for both society and the individual. Questions on

how adults learn effectively and on the best method of financing adult education should also be addressed (Towey, 1978).

A set of issues under the topic of innovation deals with the use of adult competencies and the ABE objectives. Some feel that too much attention, publicity, and support has been devoted to this approach (Griffith & Cervero, 1977), while others feel that greater use of the results in developing state regulations and in developing instructional programs is warranted (Adult Performance Level Project, 1975; Lyle, 1977; Tibbetts, personal communication, 1978). Clearly, if further support is to be given to this approach, the reliability and the validity of the results must be examined. At the very least, Mezirow, Darkenwald, and Knox (1975) argue that federal and state regulations should place more emphasis on program content other than the three Rs.

At the local level, innovations are both encouraged and discouraged. On the one hand, because most of the ABE funds come from the federal government, local constraints on innovation and experimentation are minimal. On the other hand, the marginality of the program and the unfortunate overextension of resources to maximize service delivery have inhibited innovative developments. Mezirow, Darkenwald, and Knox (1975) suggest that experienced teachers be assigned to curriculum development projects instead of receiving teaching assignments.

A clear need in terms of innovative developments and programming is developing delivery systems to match the diverse characteristics of subgroups of the ABE population. For example, Cross (1977) recommended that education for older adults should focus on socially interactive learning activities and that such opportunities should be provided at convenient locations. O'Keefe (1976) suggested that current admissions and scheduling discriminate against full-time wage earners and that programs should be modified to prevent this problem. Deaton (1975) speculated that distinct educational delivery systems may be needed to match the characteristics of four different groups within the ABE population. Mezirow, Darkenwald, and Knox (1975) recommended the

development of temporary feeder classes. These could be used for two different purposes: (1) they could be part of an outreach program to overcome initial fears and misunderstandings; and (2) they could provide a class for late enrollees.

Once promising innovations have been developed, procedures need to be developed to identify, disseminate, and institutionalize the most effective ones. In the past, innovations have occurred in isolation and obscurity. As described in the previous section on evaluation, dissemination and reporting of innovations must be done nationally.

Questions that need to be investigated are:

- Will the benefits of a centrally coordinated R and D program in adult education outweigh the costs?
- In what ways can the nature and extent of participation by adults needing basic education be improved?
- What are the characteristics of effective ABE programs?
- What is the value of adult education for both society and for the individual?
- How can adults learn effectively?
- Will the benefits of greater attention and support for work on the APL objectives and on adult competencies outweigh the costs?
- Will the benefits of having innovation and experimentation at the local level as compared with having such activities at the state or federal level outweigh the costs?
- Will the development of delivery systems that match the diverse characteristics of subgroups of the ABE population as compared with the use of a single delivery system outweigh the costs? At what point will the benefits of developing multiple delivery systems equal the costs?
- Will the benefits of developing and implementing local, state, and national plans for the identification and dissemination of innovations outweigh the costs?

## Financing Adult Basic Education

Lack of Commitment. A basic problem facing all adult education activities and programs is a lack of commitment (Mezirow, Darkenwald, & Knox, 1975). Gotsick (1973) argued that efforts to provide adult basic education have occurred with the enactment of legislation passed during periods of national emergency and that these efforts cease with the reduction of external or internal threat. Other manifestations of this lack of commitment appear in the conduct of ABE programs. The facilities are generally used for more than adult-education purposes (Gotsick, 1973), and many programs are located in church basements, storefronts, manufacturing plants, and union halls (Mezirow, Darkenwald, & Knox, 1975). Although libraries and community colleges are prime candidates for serving undereducated adults in their communities, they have never demonstrated any real commitment to such service (Hayes, 1973). Most directors and many teachers do not devote fulltime to ABE programming (Mezirow, Darkenwald, & Knox, 1975). Even the National Advisory Council on adult education seems to be placing decreased emphasis on remediating illiteracy (Coles, 1976).

Questions that need to be investigated:

- What would it cost to bring every adult up to the ninth-grade reading and math level? How much are we now spending on such programs? Is the effort worth the cost?
- Is the commitment to providing adult and adult basic education programs commensurate with the needs for these programs?
- How shall we, as a nation, deal with illiteracy in the future (Cook, 1977)?

Use of limited resources. Even if problems concerning lack of societal commitment to ABE are resolved, another set of problems arises. Since funding for such programs is limited, questions are raised about the use of those funds. Cook (1977) argues that learning opportunities should be provided for those who are motivated while, at the same time, accepting the fact that many will not be reached. Mezirow, Darkenwald, and Knox (1975) emphasized that the current

"accounting system" exerts a great pressure to attract the persons who are most accessible, most highly motivated, and most likely to succeed. The implication from the literature is that, by focusing limited resources on the most disadvantaged or the "hardcore," the total number of persons served will be reduced. In addition, concerns are raised as to whether such expenditure will be effective.

Questions that need to be investigated are:

- What resources are needed and what resources are available to reach the most disadvantaged, the poorest, the least literate, or the most alienated?
- Does the cost of recruiting each additional person from the ABE target population increase exponentially following the pattern of diminishing marginal returns on investment?
- What are the implications of focusing public policy on expanding participation in adult education for those who do not currently participate at high levels by reducing the price of such education?
- To what extent will subsidies merely substitute public dollars for current private dollars and lead to no alteration in participation patterns?
- At what level of subsidy will participation increase?
- What effect will a given level of subsidy have on the level of participation?

Alternative methods of support. Once some commitment and level of support for ABE has been determined, decisions must be made concerning the methods to be used to provide support. O'Keefe (1976) suggests a variety of alternative methods. Funding for educational program could come from the general revenue, from payroll taxes, from a tax on the future income of the participating individual, or from some combination of these sources. Alternatively, all tuition costs could be eliminated from basic education courses, while instituting full-cost tuition for all other courses.

Questions that need to be investigated are:

- Will the benefits of any of the proposed methods of supporting ABE outweigh the costs?
- What is the best method for financing ABE?
- Which of the alternative methods provides the greatest benefit for the least cost?

The federal role. ABE programs currently receive heavy support from the federal government. Mezirow, Darkenwald, and Knox (1975) have stated that most of the ABE bill is paid by federal money allocated by the state directors. Questions arise as to whether the federal role should be as extensive as it currently is or whether it should be increased. If the federal role is to be increased, decisions must be made as to how it should be increased.

The federal role in ABE is not only extensive, it is also diverse. Federal funding comes from many program sources. A survey conducted in 1968 found that over ten federal departments sponsored some 30 programs offering instruction in basic skills to adults. A lack of coordination and cooperation among similar programs has resulted from this situation. In their recent assessment of the federal Adult Education Act, the National Advisory Council on Adult Education (1978) emphasized the need for greater coordination, starting at the federal level.

Another issue in the area of federal funding concerns the discrepancy between the authorization level and the appropriation level. Year after year the Adult Education program is funded at a level substantially lower than the congressional authorization, as are many other education programs. Full funding to the level authorized by Congress could be an important first toward the development of an effective adult-education program.

Questions that need to be investigated are:

- Will the benefits of having the federal ABE program develop incentives to ensure that states take full advantage of available resources outweigh the costs?
- Will the benefits of having the executive branch allocate all of the ABE funds authorized and appropriated by Congress outweigh the costs?
- What steps can be taken to increase ABE fiunding at the federal level?

The state role. According to the Adult Education Act (20 U.S.C. 12), the federal government allocates $150,000 to each state, with additional funds being distributed based on the size of the target population in the state. Although states are required to provide 10% matching funds, only a few contribute any additional funds for ABE programs. Nevertheless, in a survey of state support, the National Advisory Council on Adult Education (1977) found a positive correlation between the level of state appropriations and the percentage of the target population reached.

Concerns have recently been raised regarding the allocation to states based on estimates of the target population. Kozoll (1973) charged that ABE funds accumulate at the state level, sometimes in amounts greater than $50,000. Such a small percentage of the target population is recruited and retained that the ABE funds are not used. As mentioned in an earlier section, the National Advisory Council on Adult Education (1978) has recently recommended that the demand population, rather than the target population, be used for determining the fund distribution to the states.

Another problem area involves the allocation of funding from the state to the local programs. The state procedure involves using counts of full-time equivalent students for formula funding. O'Keefe (1977) argued that this practice has a negative impact on nontraditional programs.

Questions that need to be investigated are:

- To what extent does state funding of ABE programs affect participation rates?
- Will the benefits of using figures for the demand population for state allocations outweigh the costs?
- What are the existing alternatives to using counts of full-time equivalent students?

The local role. Gotsick (1973) emphasized that ABE programs adhere to an enrollment economy. As described in an earlier section, administrators and teachers are under great pressure to maintain high enrollments. With funding based on enrollment figures, local program personnel may be more concerned with the number of participants than with the quality of the program.

In their survey of urban ABE programs, Mezirow, Darkenwald, and Knox (1975) found that few cities provided local funds for ABE. In many cases, local funds were used only when anticipated federal funding did not appear on schedule. Local support on a contingency basis minimized budgetary uncertainties associated with federal funding.

Concerns about the kinds of programs and the method of programming at the local level arise. McCune (personal communication, 1978) claimed that courses delivered through high schools cost 40% less than similar courses delivered through community colleges. The National Advisory Council on Adult Education (1977) has used state figures to show that the average per-pupil instructional costs decrease as the number of participants increases.

Questions that need to be investigated are:

- Do the benefits of allocating funding to local programs according to enrollment figures outweigh the costs?
- To what extent are ABE programs funded by local monies?
- Should local funding of ABE programs be encouraged?

- o In what ways should local funding of ABE programs be encouraged?
- o At the local level, what are the most cost-effective ways of providing ABE programs?

The participant's role. The final group concerned with the financing of ABE programs are the participants themselves. Issues focus on whether and how much participants are willing to pay for such courses. Cross (1977), for example, reported that women are more likely than men to indicate that cost is a barrier to their participation, even though family income is controlled. Both men and women report a greater willingness to pay for courses that might advance their careers and lead to increased income. Repayments schemes for tuition costs are based on the assumption of increased future income. O'Keefe (1976) questions whether such increases actually occur. Although Cross (1977) and O'Keefe (1976) are oriented toward adult education participants with higher levels of education, these same issues arise when considering the ABE participants.

Questions that need to be investigated are:

- o For which subgroups among the ABE target population are costs and fees a barrier?
- o For which courses are potential participants more willing to pay some fee?
- o Is completion of an ABE program correlated with an increased income?

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2. Anti-professionalism: A new magazine joins the rising chorus. Behavior Today: The Professional's Newsletter, 1977, 6-7. (Comments from Inquiry Nov. 21 by Ivan Illich.)

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3. Bailey, C. J. Adult basic education personnel training. Educational Technology, 1973, 13(10), 59.

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4. Boggs, D. L. Teacher-aides in Ohio adult basic education programs: Their characteristics, functions, learning needs, and relationships with teachers. Adult Literacy and Basic Education, 1977, 1(2), 51-61.

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5. Darkenwald, G. Some effects of the "obvious variable": Teacher's race and holding power with black adult students. Sociology of Education, 1975, 48(4), 420-431.

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6. Drake, J. B., & Callahan, R. E., Jr. Utilization of volunteers and paraprofessionals in learning center and home centered personalized instruction. Final report. Auburn, Ala.: Auburn University, Department of Vocational and Adult Education, 1973.

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7. Even, M. J. Supervision practices and employee relations in adult basic education. Adult Literacy and Basic Education, 1977, 1(1), 45-68.

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9. Becker, W. J., Fallon, R., & Wesselius, F. Adult basic education follow-up study: 1973-1975. Kenosha, Wis.: Gateway Technical Institute, 1976.

Delineates a follow-up study of students enrolled in the ABE program sponsored by Gateway Technical Institute during 1973, 1974, and 1975. The study was conducted to ascertain the program's effectiveness in both the cognitive and affective areas of the students' lives. Among the results of the study were: ABE helped students achieve their goals in reading and math; ABE helped students to speak English better, to write, read, and use mathematics better, and in some cases to obtain the GED or continue their education; and more than 20% reported increased self-confidence and communication ability. The bibliography contains 19 references.

10. Bina, J. V., & Dowling, W. D. Recommendations for adult basic education legislation. Adult Leadership, 1976, 25, 34-36; 61-62.

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11. Boulmetis, J. Cognitive evaluation in ABE. Adult Leadership, 1973, 22, 108-109.

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12. Byrd, P. F. DIAL system initiated in Virginia. Adult Leadership, 1972, 21, 122-123.

Discusses a system for delivery of ABE services. This system uses pre-recorded materials that learners can access with the telephone. The system, which was developed in the adult learning center in Chatham, Virginia, was an attempt to reach adults who were unable or unwilling to attend classes. It was found effective and has been adopted by other institutions in Virginia.

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Chronicles the establishment of an ABE data base to serve a wide variety of project needs, to satisfy research and reporting needs, and to prevent ABE teachers and administrators from being engulfed in paperwork. The author conducted an informal survey of computer use by state ABE administrators and concluded that more could be done with computers. The system now used in Massachusetts is shown in outline, flowchart, and report form.

14. Cole, M. A pragmatic model for ABE programs. Community College Review, 1976, 4(1), 53-58.

Advocates an emphasis on the needs of the community (in terms of skill and labor supply), rather than on the ABE theoretical stress on the learner's internal needs. The author then describes important factors in establishing programs geared toward the satisfactory employment of disadvantaged and undereducated adults: staffing, facilities, curriculum, recruitment, placement, evaluation, and research.

15. Columbus Public Schools ABE. The people in adult basic education: A follow-up study of selected basic education learners in the Columbus public schools. Columbus, Ohio: Author, January 1978.

Describes a special demonstration project conducted by the Columbus Public Schools. The project took the form of a follow-up study of students who were enrolled in the ABE program in 1974, 1975, and 1976. The study was conducted to evaluate the ABE program objectively and to improve its efficiency. Findings showed that ABE classes made reading and math easier, increased employment among respondents, decreased the number of welfare recipients, and made most respondents partial to the individualized instruction used in ABE classes.

16. Comptroller General of the United States. The adult basic education program: Progress in reducing illiteracy and improvements needed. Washington, D.C.: U.S. General Accounting Office, 1975.

Explores whether the adult basic education program is making progress in reducing illiteracy. The adult basic education program appeared to be reaching only a small fraction of the educationally deficient. (Only 4% of the 15 million adults with less than eight years of school have participated in any given year.) Program management problems are then cited. As a result of the study, the GAO recommends two amendments to the Adult Education Act: (1) to allow adults with high-school diplomas to participate in adult basic education programs if they are functioning below that level, and (2) to revise the allotment formula to recognize the higher priority and higher costs of reaching adults with less than eight years of school.

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Presents a monograph that is divided into two major sections. The first section makes a strong case for the need for more education for adults in the low-income group. The second section of the book presents teaching guides and materials for class use in specific areas, mostly dealing with coping skills (e.g., prenatal nutrition and consumer education).

18. Dobbs, R. C. ABE comes of age. Adult Literacy and Basic Education, 1977, 1(1), 29-33.

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19. Dudgeon, P. J., Brock, J., Boyd, T., Copeland, C., & Sharman, J. The CAAT Student Survey: An affect assessment questionnaire for Ontario Colleges of Applied Arts and Technology's adult training students. North Bay, Ontario: Canadore College, 1977.

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20. Dutton, D. Belonging to the university profession of adult basic education. Adult Literacy and Basic Education, 1977, 1(2), 40-44.

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21. Fallon, R. Adult basic education follow-up study. Paper presented at the Adult Education Research Conference, Minneapolis, April 1977.

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22. Glass, J. C., Jr., & Hoffman, L. M. The ABE learner: Health, learning ability, language, and communication. Raleigh: North Carolina State Department of Community Colleges, Division of Adult Services, and North Carolina State University, Department of Adult and Community College Education, 1974.

Contains five sections: an overview of why ABE is needed and why no single effort can eradicate the need for ABE; health problems; learning ability; theories of language and communication; and a bibliography. The three sections (health, learning ability, and language) each end with recommendations to the ABE teacher for applying the material discussed in the section. The bibliography contains 92 entries.

23. Glass, J. C., Jr., & Hoffman, L. M. Hunting the SNARK in ABE (The search for needed adult-related knowledge). Adult Leadership, 1975, 24, 58-61.

Describes the results of the author's search for needed adult-related knowledge, and concludes that it is about as elusive as the SNARK of Lewis Carroll's poem--a few smiles, a lot of care, and a faint hope. An important root of this problem is the lack of widely accepted definitions, such as "functional literacy." The research on ABE learners also is meager and perceives the ABE learner as a problem or a victim. Other problems with the research literature in ABE are described. The bibliography includes 19 references.

24. Griffith, W. S., & Hayes, A. P. (Eds.) Adult basic education: The state of the art. Washington, D.C.: U.S. Government Printing Office, 1970.

Comprises an anthology of 24 papers on teaching Adult Basic Education. The papers range from descriptions of specific programs, to theories of adult learning, to a discussion of the cost of undereducating, to the topic of gerontological psychology.

25. Hampton, P. J. Communication skills for academically disadvantaged adults. Lifelong Learning: The Adult Years, 1977, 16-18, 24.

Describes a communication skills program at the University of Akron. The program stresses competency in reading, writing, and listening. For each of these areas, objectives and methods of teaching are listed. The program emphasizes the basics, and uses a laboratory environment equipped with reading pacers and tape recorders to provide additional practice.

26. Harrison, D. Downtown study centre: An open-ended ABE program in an urban shopping mall. Adult Training, 1976, 2(3), 4-7.

Summarizes findings of a program evaluation of an adult basic education facility, operating for a year in an urban shopping mall in Nanaimo, British Columbia, Canada. The center is an informal, open-ended classroom and advising center where part-time adult learners study an individualized curriculum.

27. Harrison, D., et al. Downtown study centre--Nanaimo. First annual report, 1975-76. Nanaimo, British Columbia, Canada: Malaspina College, 1976.

Describes the 1975-76 operations of the Downtown Study Centre, a demonstration project offering service in adult basic education and advisement. The center offered "start anytime" open-entry, open-exit courses in English and mathematics at all levels, from basic literacy and numeracy through grade 12 equivalency. Overall, the project was evaluated as successful since it provided adult basic education service to individuals suffering educational handicaps.

28. Kavale, K. A., & Lindsey, J. D. Adult basic education: Has it worked? Journal of Reading, 1977, 20, 368-376.

Discusses the failure of ABE programs to reach more than a miniscule number of the ABE target population. A number of hypotheses are suggested to account for the failure. These include a lack of systematic study of the characteristics of the ABE learner, a dearth of knowledge about barriers the learners must overcome, and a consequent inability to design programs to assist learners in overcoming obstacles. The bibliography contains 49 references.

29. Kellar, M. & James, W. B. Informal assessment as a tool for the adult educator. Adult Literacy and Basic Education, 1978, 2(3), 175-180.

Describes the informal measures technique used in assessing the skills of the ABE student. Informal measures reduce test anxiety, produce quick administration and assessment, and are easily adaptable to the ABE teaching setting. The author briefly describes the Cloze Procedure, Verbal Picture Analysis, and Graded Paragraph as examples of effective informal measures that the adult educator can use in his or her assessment. The bibliography contains 12 references.

30. Kent, W. P., Bishop, R. L., Byrnes, M. L., Frankel, S. M., & Herzog, J. K. Job-related adult basic education. (2 vols.) (Vol. I: Summary and Recommendations; Vol. II: Approach and Detailed Findings.) Falls Church, Va.: System Development Corporation, 1971.

Delineates a study that collected and analyzed information on existing ABE programs to identify types of programs that are successful in job-related settings and to recommend promising new models for job-related ABE. The study focused on ABE as an aid to employability. Its practical purpose was to identify and recommend workable programs that lead to employment improvements, such as getting a job, being promoted, or entering training for a better job.

31. Kreitlow, B. W. Tuskegee, are you on the line? Adult Leadership, 1974, 23, 133-134; 160.

Discusses technical and teaching problems as well as student reactions to the instructional system in the adult basic course offered through the University Extension's Educational Telephone Network at the University of Wisconsin.

32. Lindsay, C. A., Nead, B. M., Warren, H., Seguin, E. L., Southworth, H. T., Zelonka, J. R., & Stover, F. 1975-76 Pennsylvania adult basic education assessment project. University Park: Pennsylvania State University, 1976.

Outlines the methods of conducting this project. The report concludes with 16 recommendations about future ABE assessment needs, administrative improvements, and program goals. The bibliography includes 16 items.

33. Long, H. B. Conformity: Implications for ABE instruction. Adult Literacy and Basic Education, 1977, 1(2), 31-39.

Presents an interpretative review of the literature of conforming behavior, with special attention to implications for adult education.

34. Lopez, N., & Smith, R. M. Adult basic education in Illinois. Lifelong Learning, 1977, 1(2), 24-27; 31.

Describes twenty local adult basic education programs for the Illinois Office of Education that were evaluated by Northern Illinois University. Findings are presented for program components evaluated: curriculum and instruction, intra- and extrainstitutional relationships, professionalism, evaluation and follow-up, physical facilities, efficiency and accountability, and support services.

35. Mangano, J. (Ed.) Strategies for adult basic education. Newark, Del.: International Reading Association, 1969.

Presents methods of developing a mature reader who can effectively and efficiently cope with the reading materials in his or her environment. Three critical aspects are emphasized: (1) understand and respect the adult learner; (2) train teachers to identify the immediate goals of the learners and to develop procedures to meet those goals; and (3) experiment with and evaluate innovations to provide a variety of materials and methods.

36. Mattran, K. J. Adult basic education teacher competencies: Implications for community colleges. Community/Junior College Research Quarterly, 1977, 1, 259-269.

Reviews previous studies of adult basic education teacher competencies and corroborates their findings with a study of New England states. The author then discusses teacher competencies in relation to their implications for ABE teacher training where the community college is the agency responsible for the administration of these programs.

37. Mattran, K. J. Developing a basis for training adult basic education teachers of English as a second language. Adult Literacy and Basic Education, 1977, 1(1), 21-28.

Suggests a general teacher training design appropriate to the needs of teachers of English as a second language (ESL) in adult basic education programs. The design derives from recent research and observations of practices among ABE/ESL teachers and from a statement of the teacher competencies determined by the TESOL (Teachers of English to Speakers of Other Languages) organization.

38. McGrath, W. T. An experiment on the utility and viability of providing non-skills training to underutilized, high seniority workers in the canning industry. New York: United States R&D Corporation, 1973.

Describes program offering adult basic education, counseling, and English as a second language (ESL) to 400 students who were unskilled cannery employees with high seniority but little chance for advancement due to lack of education and communication skills. Industry and union officials cooperated with the contractor to provide job-related course materials, although neither industry nor union officials had an accurate picture of the educational needs of these students. Industry and unions, however, continued the program after federal funding terminated.

39. Mezirow, J. D., Darkenwald, G. D., & Knox, A. B. Last gamble on education: Dynamics of adult basic education. Washington, D.C.: Adult Education Association, 1975.

Reports the results of a two-year study (1969-71) on adult basic education conducted in public schools in larger cities in the United States. The purpose of the project was to develop a description of patterns of program operation and classroom interaction. Interviews were conducted; observations of class interactions were gathered. A mailed questionnaire survey of public school ABE directors was conducted; ABE teachers were surveyed. The book provides a detailed picture of urban ABE programs and indicates areas where further efforts are needed.

40. Mocker, D. W. Serving the undereducated. Thresholds in Secondary Education. 1976, 2(1), 18-19.

Reviews adult basic education programs in the United States in terms of educational legislation, need, program development, adult students, curriculum development, teaching approach, and program results.

41. Mocker, D. W. Take school out of ABE. Lifelong Learning, 1978, 1(5), 12-13; 32.

Urges a search for the factors within the educational system that cause students either to drop out before learning to read or not to learn reading even though they stay in school. The author states that the methods and philosophy of Freire may provide useful alternatives to the traditional methods of the public schools (which Freire calls "banking education" because teachers "deposit" knowledge with students without critical thinking). The bibliography provides 11 items.

42. Northwest Regional Educational Laboratory. Instructor's handbook for adult basic education. Portland, Ore.: Author, 1976.

Represents a handbook for ABE staff members as a source of general information about ABE, about teaching in an ABE setting, and about alternative ways to present information in various subject areas. Topics intended for administrators cover recruitment, retention of students, public relations, follow-up, advisory committees, plans and policies, and evaluation. Topics for the ABE teacher include professional responsibilities, students, instructor's roles, diagnosis and placement, and counseling and guidance. Sections deal with curriculum and with information on resources for the improvement of ABE programs.

43. Pickens, L. ABE students want math skills for handling $: A user needs assessment survey of adult basic education students. Adult Literacy and Basic Education, 1977, 1(2), 21-27.

States that the ability to use math in handling money is the most important life-coping skill/competency in adult basic education that students in Oregon, Idaho, Washington, and Alaska want and need. The discovery is the result of a survey conducted by the Adult Consumer Education Project, part of the Adult Education Progrem at the Northwest Regional Educational Laboratory.

44. Rivera, W. M. The politics of literacy. Community College Review, 1976, 4(1), 65-70.

States three conflicting definitions of what the ABE target population is and that how ABE funds should be allocated has led to lip service to ABE without any apparent decrease in illiteracy (estimated to affect between 15 and 40 million adults). A congressional decision transferred all special projects in ABE to the states, but research and development that cannot be done effectively at the state level are still needed. The author promotes an ABE program called AIM for Practical Action. The bibliography includes 3 items.

45. Rossman, M. H. An alternative adult basic education curriculum. Adult Leadership, 1973, 22, 23-26.

Advocates that an ABE curriculum should foster the development of the individual's human potential and enable the individual to adapt his or her training to new positions or responsibilities. The author advises that the ABE curriculum be reexamined to see if literacy and computational skills are really important in a world of TV, telephones, and pocket calculators. He states that ABE programs should include use of leisure time, since vocational time is less than half a person's waking time; ABE programs should also encourage communications between generations. The bibliography includes 10 items.

46. Rowan, R. L., & Northrup, H. R. Educating the employed disadvantaged for upgrading: A report on remedial education programs in the paper industry. Philadelphia: Industrial Research Unit, Department of Industry, Wharton School of Finance and Commerce, University of Pennsylvania, 1972.

Describes three different adult basic education programs operating in seven paper plants from December 1970 through October 1971. The effects of these programs indicate only modest improvements for the students. Few workers completed the courses. Those who did complete the courses showed little improvement in math and reading. No relationship appeared between the taking of courses, improvement in test scores, and job advancement. The package courses disregarded the cultural characteristics of the trainees, and the teaching methods were often unsuccessful, particularly with illiterate adults.

47. Samuels, F. ABE urban extension: Toward a strategy of intervention. Adult Leadership, 1975, 24, 68-70.

Describes an approach to the provision of ABE outreach services that stresses the integration of the outreach program within the existing social system of urban neighborhoods. This involves the development of ties to existing community institutions such as schools, neighborhood houses, and community action centers, and the inclusion of area residents. The author recommends that recruitment and retention of ABE students should be of highest priority in ABE programs and that programs change their often negative views about ABE students and consider them fully "legitimate."

48. Shipp, T., et al. The summary, conclusions, and recommendations of the 309 special demonstration project to determine the changes in life styles of adult basic education students attributable to participation in the adult basic education program. Executive summary. Huntington, W.V.: Marshall University, 1977.

Describes a study of subjects who received public assistance at some time between 1968 and 1973 and who had not finished public school. Results showed that significantly more ABE completers make plans for the future than do ABE noncompleters or nonparticipants. Also, ABE noncompleters were more likely to have enrolled in the program to learn to read and write than were ABE completers; sadly, ABE noncompleters were more likely to leave school due to their inability to read well. The summary concludes with five recommendations for ABE programs.

49. Shipp, T., Jackson, M. K., & Skeen, J. R. Life-style dimensions and participation in the adult basic education program. Adult Literacy and Basic Education, 1978, 2, 34-46.

Determines if positive changes occur in the lifestyles of adults who participate in the Adult Basic Education programs and whether specific factors influence participation in ABE. The data revealed evidence of a difference in economic status and in social skills between completers and nonparticipants. The study also concluded that those who start but do not complete the ABE programs do so because of ABE administrative problems. The selected bibliography contains 18 items.

50. Silvester, J. M. Assessing and meeting ABE students supportive service needs (Human Services Demonstration Project, Final Report). Godfrey, Ill.: Lewis and Clark Community College, Human Renewal Services, June 1976.

Presents research findings, products, and procedures of a demonstration project. The rationale for this project was the observation that many ABE students have unmet needs of a nonacademic origin that often cause them to drop out. The project attempted to assess these needs and explore ways to meet them through support services. The "Final Report" format may be of use to other adult basic education programs that want to duplicate aspects of the work begun in this project.

51. Smith, R. M., Lopez, N., & Mason, R. C. An assessment of Illinois programs in adult basic education. DeKalb: Northern Illinois University, 1976.

Evaluates twenty local programs in seventeen communities (representing 80% of the clients served in 1975-76) and suggests improvements in administrative and programmatic aspects of public and continuing education in Illinois. Local program staff and outside experts in adult education collaborate in the assessment. The report discusses curriculum and instruction, relationships with other agencies and the community, professionalism, evaluation and follow-up, physical facilities, efficiency and accountability, and supporting services.

52. Thomas, A. M. Adult basic education and literacy activities in Canada. Toronto, Ontario, Canada, World Literacy of Canada, 1976, 132-139.

Discusses a Canadian survey assessing the value of Canada's current literacy programs as well as the extent of its target, the functionally illiterate population. The author addresses the goals of Canada as functional literacy for all Canadians, elimination of the stigma attached to illiteracy, identification of those who need literacy training, variety of "outreach" programs, and many others. Methods for attaining these goals are discussed.

53. Veri, C. C. A Bill of Rights for functionally illiterate adults. Adult Leadership, 1973, 22, 164-168.

Decries the current state of adult basic education and argues that functionally illiterate adults have the right to expect: (1) high quality ABE programs; (2) ABE programs with logical outreach components; (3) positive incentives once they are enrolled in an ABE program; (4) teaching by exemplary teachers; (5) proper and honest evaluations of themselves and the programs; and (6) maximum cooperation between federal, state, and local agencies.

54. Whitt, B. A., & Cyzyk, J. L. Adult basic education--An outline of operation in Baltimore county. Journal of Reading, 1975, 18, 584-586.

Asserts that the primary objective of the adult basic education student is learning to read and to communicate. If the program is to help the student in meeting such objectzves, the authors advise that both students and teacher need the assistance of an adult reading specialist. The article then describes the successful activities of an adult reading specialist in the Office of Adult Education in Baltimore County, Maryland.

55. Adult Performance Level Project. Adult functional competency: A summary. Austin: University of Texas Division of Extension, Industrial and Business Training Bureau, March 1975.

Chronicles studies that were designed to satisfy the central objectives of the Adult Performance Level project. These objectives were to specify the competencies needed for economic and educational success in today's society and to develop devices for assessing those competencies in the adult population of the United States. Overall, these studies revealed that approximately one-fifth of U.S. adults were functioning with difficulty. In terms of the general knowledge areas, consumer economics posed the greatest problems, with 30% of the population functioning at the lowest level. In the basic skills, approximately 33% of the population had difficulty performing basic computations and another 26% were functional but not proficient.

56. Boll, T. N. Is Commitment Enough? Proceedings of the Annual Conference of the Adult Education Association, 1975.

Reveals an interesting APL study, although this article does not specifically deal with ABE. The study interviewed 1,500 subjects from all walks of life and asked each participant questions testing their ability to deal effectively with a series of real-life situations. This study reports that a great many adults in the United States have trouble performing life's basic everyday tasks. The author questions the value of today's educational system to deal with this problem.

57. Competency-Based Diploma Project. Los Angeles: Los Angeles Unified School District, Division of Career and Continuing Education, 1978.

Explains the development, design, and implementation of a Competency-Based Diploma Program for adults in the Los Angeles Unified School District. Funded by the Division of Career and Continuing Education, the project differs slightly from other CBE programs across the nation. Besides the five APL skills, this program teaches creating, interacting, computing, problem solving, utilizing leisure time, and family skills.

58. Gentry, C. G. Will the real advantage of CBE please stand up? Educational Technology, 1976, 13-15.

Stresses the point at which CBE is not a teaching strategy but a framework in which teaching strategies and other components of an instructional system can be objectively compared. Gentry feels CBE clarifies the education process, and while currently difficult to implement, it will become easier once groups responsible for education realize visibility is the important initial outcome of CBE.

59. Goldman, D., & Peppers, J. Comparative functional literacy of adult performance level graduates and Wichita East High School graduating seniors Adult Literacy and Basic Education, 1978 2(3), 158-164.

Evaluates APL graduates' ability and achievement in functional literacy in comparison to that of high school graduates. A test of functional literacy was administered in Wichita, Kansas to 50 1976 high school graduates and 50 1976 APL graduates. The subjects were tested to compare performance between the two groups, and to justify the value of APL's external diploma. The APL subjects scored higher in all four areas tested. The bibliography contains 1 reference.

60. Griffith, W. S., & Cervero, R. M. The adult performance level program: A serious and deliberate examination. Adult Education, 1977, 27, 209-224.

Examines the claims of the developers of Adult Performance Level Programs, identifies the theoretical problems that previously have been glossed over, scrutinizes the technical aspects of the development, and finally, evaluates the role of the U.S. Office of Education in these efforts. The bibliography contains 36 references.

61. James, W. B. What APL is--and is not. Adult Literacy and Basic Education, 1977, 1(2), 13-20.

Discusses the successes and problems of the Adult Performance Level (APL) project to identify the skills necessary for an adult to function successfully in today's society. (The project was funded by the U.S. Office of Education in 1971.)

62. Jordan, G. E. Educator's crock or panacea: Implications of the adult performance level project. Adult Literacy and Basic Education, 1977, 1(2), 45-50.

Questions the value of the APL curriculum and of the APL study's assumption that functional literacy accounts for an individual's educational level, income, and job status.

63. Lyle, B. R. Final report: The adult performance level study. Austin: University of Texas, 1977.

Delineates a study of adult literacy in the United States, awarded to the Texas Education Agency by the U.S. Office of Education in 1971. The purpose of the study was to define the "requirements for adult living," since these requirements provide the ultimate aim for ABE instruction. The report presents findings on the functional competency of U.S. adults in the areas of occupation-related knowledge, consumer economics, government and law, health, community resources, reading, writing, computation, and problem solving. Implications of these results are provided for adult and adult basic education and for elementary and secondary education.

64. McCullough, K. O. Review of The adult performance level study, prepared by the Adult Performance Level Project Staff, Division of Extension, University of Texas at Austin, 1973. Adult Education, 1974, 24, 317-319.

Criticizes the APL study on two important grounds. First, an adult who can read and who is test-wise can pass the written APL test without indicating his competency in real life. Second, too many test items measure vocabulary (e.g., perimeter) instead of performance (e.g., knowing how to measure the distance around a room), or score opinion items as if they were factual. The listing of goals and specific objectives and tasks is praised as especially valuable to ABE curriculum developers.

65. Parker, J. AE/CBE: The state of the union. Paper presented at the National Adult Education Conference, Portland, Oregon, October 1978.

Discusses the history of CBE. The author describes increases in the numbers of CBE programs and increases in legislative interest in such programs.

66. Randhawa, Bikkar. Clustering of skills and occupations: A generic skills approach to occupational training. Journal of Vocational Behavior, 1978, 12, 80-92.

Reports on a study of generic occupational skills and occupational clusters to determine optimal training needs. On the basis of face-to-face interviews with employees and their supervisors, Randhawa developed several skills and occupational clusters (presented in table form). Drawing from the results of the study, he makes some recommendations for curricular decisions and occupational training. The references section contains 4 items.

67. Roth, E. APL: A ferment in education. American Education, 1976, 12(4), 6-9.

Recommends that illiterate adults can earn an external diploma by using the Adult Performance Level test battery to pinpoint skills they need to upgrade, then self-directing their learning activities, and passing an exam. The author also comments that recruitment of adults to ABE is often difficult since nonreaders do not want to advertise their plight.

68. Sanford, J. P., & Crawley, F. E. The forum. Science Teacher, 1977, 44(4), 25-26.

Summarizes the results of the Adult Performance Level project, which focuses on the study of adult functional literacy. The authors relate findings to contributions in literacy made in secondary-level science courses.

69. Swiss, T. Adult Performance Level Project. Journal of Reading, 1976, 20, 264-267.

Provides a brief summary of the Adult Performance Level (APL) Project. In addition, related projects are outlined and documents describing these projects are summarized.

70. Tibbetts, J. W., & Westby-Gibson, D. Project summary and selected curriculum modules (California Adult Competency Education Project). San Francisco: San Francisco State University, School of Education, 1977.

Describes the process employed by the San Francisco State University staff of the California Adult Competency Education Project in staff and curriculum development for ABE instruction. Samples of the curriculum modules that were designed and pretested are included.

71. Cross, W., & Florio, C. You are never too old to learn. New York: McGraw-Hill, 1978.

Describes opportunities for lifelong learning that are currently available to the mature learner. Assistance is given to the older adult in setting educational objectives and in evaluating the role that a new skill or a new academic discipline may have in his or her life.

72. Grabowski, S. M., & Mason, W. D. Education for the aging--Living with a purpose as older adults through education: An overview of current developments. Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, Syracuse University, 1974.

Represents a compilation of some of the current practices and recent literature in the field of education for the aging. It is aimed primarily at the practitioner working with the aging in the area of education, and advocates lifelong education for all persons of all ages. The topics include the older adult as a learner, the role of education in an aging society, the aging individual and the changing nature of society and education, informal approaches in education for the aging, preparation for critical phases of life in aging, and governmental resources.

73. Heimstra, R. P. Continuing education for the aged: A survey of needs and interests of older people. Adult Education, 1972, 22, 100-109.

Investigates the educational needs and interests of 86 retired persons. Two hypotheses were examined: that the aged prefer residential or senior-citizen center educational activities to those in formal settings, and that the aged perceive instrumental activities (designed for mastery of old-age challenges) as more important than expressive activities (designed to increase enjoyment of life). The analysis of questionnaire data reveals significant (.001 level) support for both hypotheses. This bibliography contains 11 references.

74. Mason, W. D. Aging and lifelong learning. Journal of Research and Development in Education, Summer 1974, 7(4), 68-76.

Supports the growing belief that education should meet the intellectual needs of older adults. Programs to educate older adults are also described in the book, especially programs to help adults cope with role changes and other problems of aging.

75. Young, A. M. Going back to school at 35 and over. Monthly Labor Review, 1975, 98(12), 47-50.

Presents a statistical profile of students seeking diplomas who are enrolled in high schools, trade schools, or colleges. The profile indicates that older persons in school have strong motivation to participate in the work force. Three detailed tables are presented showing types of school attended and employment status and labor force status for students over 35. Elementary and secondary school enrollment by this age group is also discussed.

76. Aker, G. J. Adult education, procedures, methods, and techniques: A classified and annotated bibliography 1953-1963. Syracuse, N.Y.: Syracuse College, 1965.

Annotates research and theoretical writings, published between 1953 and 1963, that deal with procedures, methods, and techniques in adult education. In addition, references of a more general nature and those concerned with residential centers for continuing education are included. A total of 705 references are cited.

77. Berenson, G. (Ed.). A bibliography of instructional and professional materials for adult basic education. Portland, Maine: Urban Adult Learning Center, 1977.

Lists 70 pages of curriculum materials, sorted into 24 topic areas (e.g., social science, driver's education); 9 pages of "professional materials" (books and other works of use to ABE educators); and 25 pages of publishers and other resources. The "professional materials" entries do not provide publication dates and in some cases do not provide enough information to locate the materials. The listing of publishers and other resources would be more useful if the kinds of available resources were specified.

78. Ceurvels, W. S. (Ed.). Consumer education bibliography: A selected listing of abstracts from the National Multimedia Center for Basic Education. Montclair, N.J.: Montclair State College, 1971.

Publishes a bibliography of materials especially suited to ABE and to other adult programs. It includes teacher-support and student-use texts, workbooks, classroom kits, and reference sources. Curricular information, reading level, and format are given for each entry.

79. Clark, W. W., & Clark, N. E. Recent and potential developments in adult education: An annotated bibliography. Sacramento: State Office of Adult Education, 1978.

Annotates publications that delineate emerging concepts in adult education. The bibliography concentrates on publications appearing within the last eight years and emphasizes books rather than articles. Of the 202 items in the bibliography, 20 appear in the adult basic and competency-based education section.

80. Cordasco, F. A bibliography of vocational education: An annotated guide. New York: AMS Press, 1977.

Serves as a comprehensive guide to the literature on vocational, industrial, manual, trade, and career education by covering the period from 1900 through 1975. The similarity in themes from different periods is striking; excerpts from a paper written in 1908 on "The Apprenticeship System" and from a book written in the 1970s on "Prevocational Exploratory Programs" show that the more things change, the more they stay the same. The government documents cited in this bibliography present research of special interest to the adult educator.

81. ERIC Clearinghouse on Adult Education. Adult basic education: Current information sources, 27. Syracuse, N.Y.: Author, 1970.

Focuses largely on documents published since 1965. It contains 261 entries concerned with surveys, planning, and program descriptions at the national, state, and local levels; curriculum materials, lesson plans, and related matters; clientele groups (including military personnel, migrant laborers, American Indians, Spanish Americans, and prisoners); teacher manuals and guides for new careers training, reading instruction, and other types of programs; teacher training; and the broad category of recruitment, testing, counseling, and student characteristics.

82. Hippolitus, P., & Eddy, B. Bibliography of vocational education, industrial arts, and special education materials for handicapped students. Washington, D.C.: President's Commission on Employment of the Handicapped, 1977.

Lists research, documentation, and instructional materials dealing with vocational, industrial arts, prevocational, career, and special education; evaluation and testing; and clearinghouses and other resource centers providing information on the handicapped.

83. Institute of Gerontology. Comprehensive bibliography on educational gerontology. Parts 1-20. Ann Arbor, Mich.: Author, 1971.

Presents a compilation of works on educational gerontology. This bibliography includes such topics as educational programs for older people, nutrition, retraining older workers, and multi-purpose senior centers.

84. Knowles, M. S. (Ed.) Master bibliography, 1977-1978. Chapel Hill: North Carolina State University, 1977.

Compiles major references published since 1965. The bibliography was constructed by the faculty and students of North Carolina State University. Of over 900 references, 16 appear in the section on adult basic education.

85. Kohli, W. A selected annotated bibliography on competency-based education. Syracuse, N.Y.: Syracuse Education Policy Research Center, 1977.

Provides a data base on developments in competency-based education.

86. Kornhonen, L. J., & Mayne, M. B. Adult learning disabilities: A bibliography. Norman: University of Oklahoma, 1978.

Cites articles, ERIC documents, and books that deal with the subject of adults who have exceptional learning problems that have handicapped their attaining adequate education that would allow them to develop their individual potential.

87. Marien, M. Alternative futures for learning: An annotated bibliography of trends, forecasts, and proposals. Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, 1971.

Presents many differing points of view in the 928 items annotated. The bibliography includes sections on impacts of technology; the knowledge explosion; adult and continuing education (in which he includes the Masters and Johnson book on sexual inadequacy); religious education; libraries, print media, and museums; and electronic media. The annotations are vigorous and feisty.

88. Mathieson, D. E. Correspondence study: A summary review of the research and development literature. Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, 1971.

Covers an historical review of correspondence schools and programs, accreditation and licensing problems, general characteristics of students, educational methods and course design, patterns of student achievement and completion, and innovations in correspondence methodology. Expected trends in the use of programmed instruction, broadcast media, films and other audiovisual resources, small groups, special degree programs, and arrangements for course credits and degrees through examinations are also suggested. Annotated chapter bibliographies contain 164 references.

89. Nevada State Department of Education. Survey of adult and continuing education programs in Nevada, 1972-1973. Carson City: Author, Division of Vocational-Technical and Adult Education, 1973.

Specifies enrollment figures for various adult education programs (e.g., ABE, manpower development and training) by program area and by type of program, broken out according to educational agency.

90. Nevada State Department of Education. A survey of adult and continuing education programs in Nevada. Fiscal year 1973-74. Carson City: Author, undated.

Describes the Adult Education Survey, a continuing service provided by the Nevada State Department of Education since 1954. This report for the 1973-74 fiscal year presents enrollment figures in adult basic education: adult occupational education, occupational postsecondary education, adult high school diploma programs, manpower development and training, community service, and civil defense adult education. In addition to various county school districts, enrollments are shown for several community colleges, the Nevada Highway Department, and the Nevada State Prison.

91. Ohannessian, S., & Wineberg, R. Teaching English as a second language in adult education programs--An annotated bibliography. Washington, D.C.: Center for Applied Linguistics, 1966.

Annotates a list of selected readings in teaching English as a second or foreign language, teachers' guides and handbooks, adult education course materials, general course materials, and specialized English language texts and dictionaries. For the most part, the materials were accessed from the library of the Center for Applied Linguistics and from lists and bibliographies prepared by state and city education systems.

92. Ohliger, J., & Rosenberg, J. Compulsory adult education. Columbus: Ohio State University College of Education, 1973.

Presents a preliminary bibliography for a seminar on compulsory adult education, which includes 231 annotated entries. These entries are divided into four categories: (1) compulsory adult education in general; (2) concepts significant to adult education, such as lifelong education, permanent education, the educative society, career education, and recurrent education and socialization; (3) compulsory adult education for professionals; and (4) compulsory adult education in the health professions.

93. Swiss, T. Adult basic education and reading instruction. Journal of Reading, 1976, 20, 170-173.

Presents a 13-item annotated bibliography of methods and materials for ABE teachers. Sample entries include a handbook on tutoring methods for volunteer reading aides, informal tests of student reading performance and the readability level of text, and audiovisual kits for five exemplary adult basic education programs.

94. Anderson, D., & Niemi, J. Adult education and the disadvantaged adult. Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1970.

Examines the role of education in altering the personal and social characteristics of disadvantaged adults. Data were collected through a review of the literature, mainly of research reports on remedial adult educational programs. Findings show that, largely because of discrimination, the poverty subculture is compelled to evolve its own way of life, so that programs of change are doomed if they adhere to established patterns of contact. The study advises programs to cope with the fundamental problem, the resistance of the disadvantaged to education.

95. Bowers, J. Functional adult education for rural people: Communication, action research, and feedback. Convergence, 1977, 10(3), 34-42.

Examines some of the problems associated with providing functional adult education for rural people, especially the poor and the illiterate. The term "functional adult education" refers to nonformal education planned and operated in conjunction with rural development programs. The author begins with a review of communication sources (e.g., content specialists, technologists, policymakers), discusses important aspects of the communication component of adult education, and offers suggestions for improvement, especially for rural areas. The bibliography contains 1 reference.

96. Center for Research and Education. Colorado adult needs assessment survey instruments for citizens, employers, and agencies. Denver: Author, 1974.

Discusses the findings of a study implemented to assess the educational needs, interests, and attitudes of Colorado's adult populace. Improvement plans in the areas of adult and vocational education are discussed. The data collection instruments are included in the report.

97. Cronin, J. P. Recent trends toward new transitional educational opportunities for the adult public offender. Adult Education, 1975, 23, 355-357.

Discusses recent trends in providing learning opportunities to the incarcerated and the paroled. These include development of school districts composed of penal institutions, development of transitional ABE programs, and development of educational work-study release programs. The bibliography contains 9 items.

98. Dahms, A. M., Ackler, E. J., & Aandahl, V. S. Adult education for the mildly retarded. The Education Digest, 1977, 53-55. (Condensed from Phi Delta Kappan, 1977, LIX, 11-12;17.)

Describes briefly an adult education program for the mildly retarded at Metropolitan State College in Denver, Colorado. The program offers a variety of "living" management courses such as money management, personal hygiene, and riding the bus. The students are taught individually on a contract basis. The program is successfully operated with volunteers and has a low budget; it has been replicated at other colleges and universities.

99. Glass, J. C., Jr., & Hoffman, L. M. Learning disabilities in adults. Community College Review, 1976, 4(1), 27-35.

Examines five factors that seem to contribute to learning disabilities among disadvantaged ABE learners: (1) physiological and hereditary factors, (2) environmental deficiencies, (3) ability and motivational factors, (4) effects of aging, and (5) learning-style characteristics. Most of the research concerning these five factors uses children rather than adults. Nevertheless, the authors conclude with several suggestions for ABE teachers.

100. Jencks, C. B., et al. Effects of family background, test scores, personality traits, and schooling on economic success (2 vols.). Cambridge, Mass.: Center for the Study of Public Policy, 1977.

Analyzes ten surveys of men between the ages of 25 and 64 to determine the effects of family background, adolescent personality traits, cognitive test scores, and years of schooling on occupational status and earnings in maturity. Some of the findings include: data on brothers indicated that prior research underestimated the effect of family background on earnings; data on adolescent behavior indicated that adolescent personality traits may exert as much impact on economic success as cognitive skills; each extra year of schooling appears to raise earnings by 3%-6%; economic benefits of schooling fell between 1939 and 1949, but were stable from 1949 to 1969.

101. Jepson, P. Assessment of training needs of adults in Mohave county. Final report. Kingman, Ariz.: Mohave Community College, 1974.

Describes the project conducted to find out if an adult education program was needed to provide instruction in job-related competencies in the basic skills of reading, writing, math, spelling, and communications for the unemployed and underemployed of Mohave County, Arizona. Results of the study showed the difficulty of locating and interviewing persons who may be uneducated, underemployed, or unemployed. Not enough persons were located to substantiate the need for a continuing program in adult basic education.

102. Johnstone, J. W. C., & Rivera, R. J. Volunteers for learning: A study of the educational pursuits of Americans. Chicago: Aldine, 1965.

Analyzes adult learners' motives for pursuing adult education and investigates the institutions providing such programs. Because of the rigorous procedures and the massive data collection, it is considered to be one of the best and most comprehensive studies of the supply and demand.

103. Kirk, S., & Kirk, W. Psycholinguistic learning disabilities: Diagnosis and remediation. Champaign: University of Illinois Press, 1971.

Addresses the problem of returning learners with learning disabilities that were not appropriately dealt with in the individual's previous school experience. New means of identifying and remediating some of these learning disabilities are discussed in this book.

104. Knox, A. B. Adult development and learning: A handbook on individual growth and competence in the adult years for education and the helping professions. San Francisco: Jossey-Bass, 1977.

Provides an overview of knowledge about adult development and learning. Chapters cover various aspects of adult development, such as societal content; life-cycle trends in the family; age-related trends on performance in education, occupation, and community; developmental trends in physical and mental health; stability and change in personality characteristics; and age trends in learning abilities and strategies. In addition, women's roles and adjusting to change events are discussed.

105. London, J., Wenkert, R., & Hagstrom, W. Adult education and social class. Berkeley: University of California Survey Research Center, 1963.

Describes a study that focuses on those persons who have been excluded from the educational reforms of the last 150 years. Interviews with a matched sample of participants and nonparticipants were the basis for an investigation of links between participation and occupation, leisure activities, prior educational experiences, and other facets of social life.

106. Newton, E. S. Andragogy: Understanding the adult as a learner. Journal of Reading, 1977, 20, 361-363.

Discusses differences between the orientation of adults to learning and the learning styles of children. The author reminds teachers of adults to keep these differences in mind when teaching adults.

107. Reyes, G. R., Jr. Por favor--Despierta el community college. Community and Junior College Journal, 1975, 45, 22-24.

Describes some of the educational needs of the 15 to 20 million Spanish-speaking people in the United States. The author makes recommendations of how community colleges can better meet the needs of these men and women. The recommendations focus on such activities as providing financial assistance or lowering the cost for education, providing supportive services, creating meaningful programs for the Spanish-speaking, hiring bilingual and bicultural staff, and modifying recruitment techniques.

108. Robinson, K. Survey of public demand/need for postsecondary continuing education for adults (Lifelong Learning Programs) in Western New York (Final Report). Albany: New York State Education Department, August 1976.

Contains survey assessing learning activity needs of adults. The report is divided into five units: (1) Introduction; (2) Regional Characteristics; (3) Research Methods; (4) Results, which includes who is interested in participating in education, topic preferences of adults, financing adult learning programs, and career retraining; and (5) five appendices. A recommendations summary is also included.

109. Swanson, M. M. The bilingual education service center. Illinois Career Education Journal, 1975, 33(1), 12-15.

Describes the Illinois Bilingual Education Service Center. The Center is state-funded and includes several component projects: Illinois Resource Center, Title VII Midwest Resource Center, Illinois ELS/ABE (English as a second language/adult basic education) Service Center, and the Bilingual Consumer and Homemaking Education Project.

110. Tough, A. The adult's learning projects: A fresh approach to theory and practice in adult learning. Toronto: Ontario Institute for Studies in Education, 1971.

Describes a series of studies on self-initiated learning behavior. In-depth interviews with 66 adults showed that 65 of them had been involved in at least one learning project during the previous year. The participants planned most of these projects, and less than 7% were motivated by academic credit. Interviews with ten 16-year-olds and ten 10-year-olds revealed that these young people also engaged in significant nonschool learning activities. Recommendations are provided for further research and for educational policy for learners of all ages.

111. Tough, A. Major learning efforts: Recent research and future directions. Adult Education, 1978, 28, 250-263.

Reports the findings of a number of recent surveys and of in-depth studies of adult learning, both formal and informal. The studies conclude that between 70% and 90% of adults surveyed engage in "highly deliberate effort(s) to gain and retain certain definite knowledge and skill, or to change in some other way." A typical learning effort requires 100 hours, and the typical adult is reported to engage in five efforts per year. The bibliography contains 28 references.

112. Traver, J. L. Adult learning: You can't teach an old dog new tricks. Training and Development Journal, June 1975, 44-47.

Reviews experimental and theoretical evidence indicating that adults can learn. Thus, the educational system should be used for teaching adults as well as children. Basic psychological principles of learning and motivation for use in designing learning experiences for adults are also reviewed. The bibliography contains 6 references.

113. Travis, G. Y., Weisel, L. P., & White, A. L. The London procedure: A screening diagnostic and teaching guide for adult learning problems. Adult Literacy and Basic Education, 1978, 2(3), 165-174.

Describes the London (Ohio) procedure's development of a series of tests to identify specific adult learning disabilities. The individually administered tests examine five major areas: (1) Visual Function Screening, (2) Auditory Function Screening, (3) Visual Perception Diagnosis, (4) Auditory Perception Diagnosis, and (5) Dyslexia: Reading, Encoding, and Decoding Diagnosis. This article describes the test's development, its administration and assessment procedures, its current uses, and its future development. The bibliography contains 4 references.

114. Beder, H. W. & Darkenwald, G. G. Development, demonstration, and dissemination: Case studies of selected projects in adult basic education. Syracuse, N.Y.: Syracuse University, 1974.

Reports a project that determined the extent of the dissemination and use of the 309(b) project output and that identified the reasons for limited dissemination and use. Section 309(b) of the Adult Education Act authorizes the allocation of funds for special experimental and demonstration projects that promote innovative, comprehensive, and coordinated approaches to solving the problems of persons with basic education deficiencies.

115. Charters, A. N., & Rivera, W. M. International seminar on publications in continuing education. Syracuse, N.Y.: Syracuse University, 1972.

Represents the third in a series of international seminars on problems in adult and continuing education. The papers discuss such topics as the purposes of publications, kinds of publishers, types of uses, better information systems for identifying and retrieving materials, more effective planning for the development of literature, greater attention to the quality of the publications, and development of means to decrease publication lag.

116. Darkenwald, G., Beder, H., & Adelman, A. Problems of dissemination and use of innovations in adult basic education. Planning for innovation in adult education (Vol. II) (Center Research Report No. 3) New York: Center for Adult Education, Teachers College, Columbia University, 1974.

Documents a research project conducted by Teachers College staff and sponsored by the USOE Division of Adult Education. Its purpose was to determine "why the dissemination and utilization of funds for innovation in adult education have been inadequate, and to recommend ways to improve dissemination and utilization so that they can contribute more effectively to strengthening local programs." The conclusion reached was that "dissemination was not considered to be a relevant objective under the terms of their grants." The report concludes with policy recommendations for federal and state ABE agencies.

117. Niemi, J. A., & Conti, G. J. The Iowa model: Planning, testing, and disseminating 309 projects. DeKalb: Northern Illinois University, ERIC Clearinghouse in Career Education, no date.

Discusses the lack of dissemination of research findings in the ABE community. The Iowa model, which designates the State Department of Public Instruction as the disseminator and coordinator of project findings, is presented as a possible solution to this problem. Dissemination would involve a two-pronged approach--using the information network of project directors and using networks established by ERIC clearinghouses. Efforts would be made to disseminate the findings in the mode most useful to ABE practitioners.

118. Shaw, M. B., & Stubblefield, H. W. (Eds.). Adult basic education: Research, development and dissemination. Proceedings of the 1976 Virginia ABE Dissemination Conference. Blacksburg: Virginia Polytechnic Institute and State University, 1976.

Contains the presentations made at a conference held to disseminate results of teacher training and special demonstration projects (funded by the Adult Education Act, Title IV, Section 309), conducted in mideastern and southeastern states. Papers are grouped under the following topics: (1) student development in ABE; (2) teacher competencies; and (3) special programs including in-service education, ABE in correctional institutions, and community education. Two consultants spoke on the difficulties of dissemination and suggested strategies for diffusion of innovations.

119. Bennett, C., Kidd, J. R., & Kulich, J. Comparative studies in adult education: An anthology. Syracuse, N.Y.: Syracuse University Publications in Continuing Eduation, 1975.

Presents the methodology of comparative adult education. The basis for comparison, the means of comparison, and the recent efforts at comparison are all explored. The manner in which professional education and lifelong learning are approached in several societies could provide some insight and innovations for the adult education practitioner.

120. Brody, R., & Krailo, H. An approach to reviewing the effectiveness of programs. Social Work, 1978, 226-232.

Examines the decision-making process used in developing a program. The authors present a fairly detailed model for reviewing the effectiveness of programs. Included is information on Results-Oriented Social Service Evaluation (ROSSE), its limitations, and its potential for allocating funds. The reference and notes section contains 20 entries.

121. Farmer, J. A., Jr. Strengthening a design for evaluating a broad-aimed functional literacy and family life education program. Literacy Discussion, 1974, 5, 421-440.

Illustrates techniques for strengthening evaluative designs and methodologies relevant to educational programs that incorporate assisting in social problem-solving within their broad aims.

122. Grotelueschen, A. D., Gooler, D. D., & Knox, A. B. Evaluation in adult basic education: How and why. Danville, Ill.: Interstate Printers & Publishers, 1976.

Presents evaluation activities for improving instruction within the context of the local ABE program. The discussion focuses on the role of evaluation in determining program emphasis, in assessing the adequacy of program resources, in assessing program outcomes, in improving continuing education activities, and in evaluating teacher performance. Suggestions for actually conducting an evaluation and examples of measurement forms that could be used in conducting a program evaluation are presented.

123. Kent, W. P. A longitudinal evaluation of the adult basic education program. Falls Church, Va.: System Development Corporation, 1973.

Discusses the first national assessment of federally funded ABE programs. Students were given a series of basic skills tests and were interviewed regarding their pre- and postprogram income, work experience, educational aspirations, and opinions about ABE participation; administrators and instructors were interviewed. These data were used to assess the relationship between postprogram performance and the experiences of students while they were ABE participants. Recommendations are presented for future ABE evaluations.

124. Roomkin, M. Evaluating basic education for adults: Some economic and methodological considerations. Adult Education, 1972, 23, 21-36.

Attempts to solve difficulties in evaluating basic education. The author examines the principal benefits and costs of basic education with special emphasis on economic benefits; reviews some of the major methodological problems associated with the measurement of these benefits and costs; and seeks to establish the best possible research design, given these problems. The author draws evidence from evaluation of poverty programs that contain large remedial educational components and reports the lessons learned from an evaluation of ABE under the MDTA. The bibliography contains 15 references.

125. Smith, R. M., Lopez, N., & Mason, R. C. An assessment of Illinois programs in adult basic education. DeKalb: Northern Illinois University, Department of Secondary and Adult Education, Graduate Studies in Adult Education, 1976.

Evaluates a project with the overall purpose of improving the programmatic and administrative aspects of public adult and continuing education in Illinois. A secondary purpose was to create a model for future evaluative efforts. Twenty local programs were evaluated. The Adult Continuing Education Section of the Illinois Office of Education was also evaluated in terms of the quality of assistance provided by ABE programs.

126. Kurland, N. D. (Ed.). Entitlement studies. NIE papers in education and work: No. 4. Washington, D.C.: U.S. Department of Health, Education, and Welfare, March 1977.

Explores an entitlement approach to funding adult education. Under this approach, grants would be given to students rather than to institutions, and a "right" to a certain amount of education would exist.

127. Kurland, N. D. Financing learning opportunities for adults: Policy implications. School Review, 1978, 86, 530-534.

Predicts increasing governmental involvement in adult education, but questions whether this involvement should include significantly expanded financial support. For the immediate future, efforts should concentrate on three goals: (1) more effective use of existing resources; (2) modest increases in funding to achieve equity in situations where needs are clear and urgent; and (3) generation of better information for future decision-making. Important policy issues are listed.

128. Lamoureux, M. E. Planning, programming, and budgeting systems (PPBS) and cost benefit analysis (CBA): Economic considerations for adult education (Occasional Paper No. 5). Burnaby, British Columbia: Pacific Association for Continuing Education, July 1975.

Discusses planning, programming, and budgeting systems (PPBS) and cost benefit analysis (CBA) as aids in the planning and administration of adult education. PPBS is described in 10 steps for use in any educational institution. With an example of a manpower training program, CBA is discussed as a possible evaluation technique. The bibliography includes 36 references.

129. Thomas, J. A., & Griffith, W. S. Adult and continuing education (Special Study No. 5 of the National Education Finance Project). Chicago: Midwest Administration Center, University of Chicago, 1970.

Analyzes public-school adult education from an economic perspective. The analysis identifies factors affecting the demand for adult education in a sample of 50 school districts and discusses curriculum, staffing, cost structure, and related aspects of the supply of adult education. A model cost-benefit analysis is developed for public school adult education, followed by conclusions and recommendations for public policy. About 45 references are included in the bibliography.

130. Anderson, R. E., & Darkenwald, G. G. Participation and persistence in American adult education: Implications for public policy and future research from a multivariate analysis of a national data base. New York: The College Board, 1978.

Delineates research to identify the sociodemographic determinants of participation, satisfaction, and persistence in American adult education. However, the greatest obstacle to participation and to persistence in adult education is low educational attainment, followed by age. Participation rates increase for all sectors of the population where opportunities for further education are more numerous and when persons are eligible for GI veterans benefits.

131. Conrad, C. F., & Cosand, J. P. Federal education policy: A look down the road. Paper based on C. F. Conrad & J. P. Cosand, The implications of federal higher education policy, ERIC Higher Education Research Report No. 1. Washington, D.C.: American Association for Higher Education, 1976.

Advocates the current federal practice of funding postsecondary education almost entirely through individual student aid. The authors feel that the two goals of higher education--"equality of opportunity" and "institutional health and diversity"--are too broad in nature for the federal government to support and that higher education cannot claim to provide equal opportunity to upward social mobility. Recommendations for reaching the authors' goal of limiting federal involvement to equal opportunity of access are stated. A bibliography of 22 items is included.

132. Harrington, F. H. The future of adult education. San Francisco: Jossey-Bass, 1977.

Responds to some pressing questions in adult education: How important is continuing education to higher education's future? Where does the adult education program fit within the university's overall organization? What are the fiscal implications of adult education? Harrington responds to these and many other questions with his practical recommendations and theories. An extensive bibliography is included.

133. Ravitz, M. Sociological implications for adult education in the future. Adult Leadership, 1966, 25, 66-68; 93-94.

Makes these projections for 1995: an increased population with more people over 65; the old, poor, and black concentrated in the central cities and unemployed; political apathy; racism. The author says that adult education, to compensate for past schooling deficiencies and to provide job skills, may be the only way to prevent revolution and violence. He foresees that we will have to "reckon with" adults who were not educated but merely controlled in central city schools, and cannot pay for adult education. State or federal funding of adult education therefore may become a political issue.

134. Stavrianos, L. S. The promise of the coming dark age. San Francisco: W. H. Freeman, 1976.

States that the coming of the dark age is seen, like the Medieval original, as an age of reintegration as well as disintegration, an age that holds the promise of creative new values and new institutions. Chief among these new values is the widespread desire of people throughout the world for real participation in public and private affairs.

135. Towey, C. F. Some cautious predictions for adult education in the next ten years. NAPCAE Exchange, 1978, 1(1), 14.

Makes 15 predictions about the future of adult education. The author is a Senior Program Officer with USOE in Boston.

136. Ziegler, W. L. The future of adult education and learning in the United States. Syracuse, N.Y.: The Educational Policy Research Center, Syracuse Research Corp., February 1977.

Comprises the final report of the Future of Adult Education and Learning (FAE) project. It develops policy criteria and program guidelines to enhance learning among adult Americans that occurs outside formal educational settings. These guidelines emphasize the need for open-ended and highly diversified systems. The categorized bibliography contains 47 references, many of which are documents produced by the project.

137. Adult basic and secondary level program statistics (for fiscal years 1968, 1969, 1970, 1971, 1972, 1973, 1974, and 1975) (NCES: 8 reports). Washington, D.C.: U.S. Department of Health, Education, and Welfare.

Presents annual summary reports on adult education programs sponsored by Public Law 91-230, as amended. These documents summarize data filed with the U.S. Office of Education by each state, the District of Columbia, and participating outlying areas. Each report in this series presents statistics on adult basic and secondary level education enrollments, student characteristics, completions, separations, teachers and staff, classroom facilities, and inservice training. Each report can be accessed by year of survey, author, and identifying number: 1968, OE-13035; 1969, OE-13037; 1970, Osso, OE 72-22; 1971, Osso, OE 73-11413; 1972, Osso, OE 74-11413; 1973, Osso, NCES 75-167; 1974, Cain & Whalen, NCES 76-161; 1975, Cain & Whalen, NCES 77-360.

138. Adult learning activities: A handbook of terminology for classifying and describing the learning activities of adults (NCES). Washington, D.C.: U.S. Department of Health, Education, and Welfare, in press.

Comprises a manual of terminology that may be used in adult education and in other survey activities. This handbook is designed to add to the development of the field of adult education by providing a standard terminology to help in its planning, evaluating, and communication.

139. Anderson, S. M. The adult basic education program: 1971-72 regular and 1972 summer school terms. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1975.

Presents a brief report on the participation rates and the level of expenditures under P.L. 91-230 (the Adult Education Act) during the regular 1971-72 school term and during the 1972 summer school term. An estimated 993,000 adults participated in federally funded projects, with an estimated 820,000 enrolled in ABE projects. A total of $36.7 million was expended on these projects, with 70.5% of the funds going to direct educative services.

140. Broschart, J. R. Lifelong learning in the nation's third century: A synthesis of selected manuscripts about the education of adults in the United States (DHEW/USOE). Washington, D.C.: U.S. Government Printing Office, 1977.

Describes key issues in lifelong learning, discusses the actual and desired context for learning, and presents a conceptual framework for lifelong learning. Adult basic education is not the first priority for most poor, undereducated adults; the long-range benefits of ABE may be overwhelmed by immediate needs such as housing and employment. Valid adult education alternatives are needed; otherwise the population will continue to avoid formal adult education. The bibliography contains approximately 85 entries.

141. Brotman, H. B. Facts and figures on older Americans: The older population revisited: First results of the 1970 Census. Washington, D.C.: Administration on Aging, Office of Human Development, DHEW, June 1971.

Provides a summary of the first counts of the age groupings of Americans from the 1970 census. The data revealed that since the 1960 census, the older population (age 65 and older) grew at a faster rate than the remaining population (21.1% vs. 12.5%); the older part of this older population (75 and over as compared with 65 through 74) grew still faster (37.1% vs. 13.0%); and the number of older women grew faster than the number of older men (28.6% vs. 12.1%).

142. Bureau of Occupational and Adult Education (DHEW/OE), Division of Adult Education. Adult competency education profile. Washington, D.C.: Author, 1977.

Compiles abstracts of 120 Adult Competency Education (ACE) federally supported projects being conducted in 34 states and the District of Columbia. This project profile was developed for adult and secondary education administrators, teachers, and program developers who are initiating or are currently involved in APL/ACE programs.

143. Cain, S. H., & Whalen, B. A. Adult education through home study, 1976 (NCES). Washington, D.C.: U.S. Department of Health, Education, and Welfare, in press.

Reports on the home study and courses offered by collegiate and non-collegiate postsecondary schools. This survey provides a directory of these institutions, as well as some general tables summarizing their characteristics.

144. Combined glossary: Terms and definitions from the handbook of the state educational records and reports series (NCES 75-318). Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1974.

Terms and their definiitons have been gleaned from the handbooks of the State Educational Records and Reports Series. They have been ordered alphabetically and given a definition, often an amalgamation of definitions from the original sources. The number of the handbook where this term is used appears in parentheses after its definition.

145. Competency-based adult education profile. Washington, D.C.: Division of Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare, 1977.

Identifies APL and CBAE projects that have developed throughout the United States. Listed by states, this work gives brief project and contact descriptions, current status, major activities, and product descriptions for each. The profile was developed because of the increasing need for project information as described by adult education administrators. One hundred and twenty projects are described, most of them supported by federal funding.

146. Competency-based adult education report. Division of Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare. Washington, D.C.: U.S. Government Printing Office, 1976.

Reports on the work and accomplishments being done in the areas of CBAE and APL. This specific report describes research completed on APL competencies, accomplishments in APL-related sources, the San Francisco State University Staff Development Project, and the state directors' conference report. It also mentions that ACT has recently announced an APL examination program.

147. Cross, K. P. A critical review of state and national studies of the needs and interests of adult learners. Paper presented at a National Institute of Education Invitational Conference, Washington, D.C., September 1971.

Reviews findings from state and national studies of adult education. The extent of the demand for adult learning, the participation rates by various subgroups of the population (broken into age, ethnic, sex, educational attainment, and regional groups), and the barriers to participation are provided. Important questions and issues raised by these findings are highlighted throughout the paper.

148. Delker, P. V. Adult competency education resources. Washington, D.C.: Division of Adult Education, USOE, DHEW, April 1977.

Describes 21 resources for Adult Performance Level and Adult Competency Education programs. The author gives information on products, users, contact persons, and availability. An update of the document was scheduled for Fall 1977.

149. Department of Health, Education, and Welfare. Catalog of adult education projects: Fiscal year 1978. Washington, D.C.: U.S. Government Printing Office, 1978.

Describes adult education programs funded under Sections 306(a)(4) and 309 of the Adult Education Act of 1966, as amended. Each of the project descriptions includes the primary objectives, a project description, the target population, any products of the projects, available evaluation information, and a list of descriptor terms. In addition, various matrices help the reader identify programs having certain learning objectives, educational components, and target populations. A subject index is also included.

150. Erteschik, A. Library programs worth knowing about. Washington, D.C.: Office of Education, Office of Libraries and Learning Resources, 1977.

Highlights 62 outstanding projects originally funded under the Library Services and Construction Act. It gives information about library programs that exemplify some of the diverse services stimulated by federal funds.

151. Fischer, J. K. Summary of a review of competency-based adult education. Washington, D.C.: Division of Adult Education, USOE, 1978.

Reviews research and activities in competency-based adult education (CBAE). The author begins with a definition of CBAE and then describes efforts at the state level either to assess the relevance of Adult Performance Level (APL) objectives (University of Texas at Austin, 1975, 1977) for state ABE programs or to incorporate APL objectives into programs and assess their effectiveness. The author concludes with recommendations for future Office of Education efforts in CBAE. The bibliography contains 23 items.

152. Froomkin, J., & Wolfson, R. J. Adult education, 1972: A re-analysis. Washington, D.C.: Joseph Froomkin, Inc., 1977.

Presents the results of secondary analyses conducted on data from the 1972 Participation in Adult Education Survey, collected by the Bureau of the Census for the National Center for Education Statistics. These analyses indicate that the demand for hours of adult education is distributed in proportion to the number of eligible persons in each age and education group; that persons with less education, a low income, or both are more likely to enroll in courses of longer duration; and that, as a consequence, such persons are more likely to drop out. The authors recommend that courses for persons with lower levels of education be made shorter.

153. Gideon, V., King, A. P., Runyan, H., & Sutherland, M. Terminology about adult/continuing education: A preliminary structure and a suggested development process. Boston: Systems Management Corporation, 1971. (prepared for the National Center for Educational Statistics, U.S. Department of Health, Education, and Welfare/Office of Education)

Presents an alphabetical list of terms related to adult/continuing education. Each term is concisely defined and ranked according to the Delphi process.

154. Griffith, W. S., & Cloutier, G. H. College and university degree programs for the preparation of professional adult educators, 1970-71 (OE 74-11423). Washington, D.C.: U.S. Printing Office, 1974.

Provides directory of training opportunities in adult education, including programs offered, geographical distribution, level of training, internships, graduates, and academic background of professors at 61 institutions offering degree programs for preparing professional adult educators. Three appendices present information on prior studies on training opportunities for adult educators, survey design and methodology, and survey instruction and form. The bibliography contains 26 references.

155. Kay, E. R. Adult education in community organizations, 1972 (75-161). Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1974.

Reports on the scope and characteristics of educational programs for adults offered by community-based, nonprofit organizations. Participants are described by age, sex, and race. Data on these programs include type and number of courses offered, number of registrations, enrollment requirements, number and type of staff, facilities, and finances.

156. Kemp, F. B. Noncredit activities in institutions of higher education, FY 1976 (NCES 78-344). Washington, D.C.: U.S. Government Printing Office, 1978.

Reports on the adult and continuing education activities sponsored by colleges and universities. Originally researched by Kemp and Weldon in FY 1967-1968 (DHEW-OE 73-11405), the survey was reported in three publications: institutional distributions, registrations, and professional and technical refresher courses. The study was repeated in 1975-1976, as cited above, and has also been prepared for 1977-1978 (NCES 7S-325B).

157. National Advisory Council on Adult Education. Adult education. Section II: Futures and amendments--Survey of state support. Washington, D.C.: U.S. Government Printing Office, 1977.

Presents an overview of the federal state grant program on adult education. The first section describes the results of regional meetings held during 1976 and 1977 to discuss the future of adult education and to recommend possible changes in the existing legislation. The second section presents the results of a national survey of the state support of and commitment to adult education. In addition to a summary of the findings, detailed information is provided on the adult education programs in each of the states.

158. National Advisory Council on Adult Education. An assessment of the Federal Adult Education Act programs. Washington, D.C.: U.S. Government Printing Office, 1978.

Reports the work of the National Advisory Council in reviewing the program and administrative effectiveness of the Adult Education Act. It concludes that, although the program is effective in terms of changing the lives of the participants, the administrative effectiveness of the U.S.O.E. Division of Adult Education could be improved. Development of a broad management system using the concept of lifelong learning rather than focusing on categorical adult and continuing education programs is, therefore, recommended.

159. National Advisory Council on Adult Education. An historical perspective: The Adult Education Act 1964-1974. Washington, D.C.: Author, 1976.

Provides the historical context of federal involvement in adult education. The perspective begins with a review of the early involvement in education for federal employees and covers manpower development programs and literacy and basic skills development programs. A retrospective of the major legislation from 1964 to 1974 is provided, along with a summary of the important revisions that were passed. Topics for further historical inquiry are also presented.

160. National Advisory Council on Adult Education. Annual report. Washington, D.C.: Author, March 1974.

Begins with a description of activities under the Adult Education Act, followed by a listing of general and legislative recommendations. Selected facts and figures on target population, student enrollments, state allotments, and personnel training are then presented. In addition, one section describes the activities of the Council, including information on members, meeting sites, council structure, and committee functions.

161. National Advisory Council on Adult Education. Annual Report, 1978. Washington, D.C.: U.S. Government Printing Office, 1978.

Provides an overview of the activities and actions of the National Advisory Council on Adult Education during the 1977-1978 Fiscal Year. In addition, the report contains (1) the text of the Adult Education Act (P.L. 91-230, as amended), (2) H.R. 15, (3) Senate Bill 1753, (4) the state allotment of federal funds from 1976 to 1979, and (5) a listing of the Council publications.

162. National Advisory Council on Adult Education. National Advisory Council on Adult Education, 1977. Section I: Beyond the verge. Washington, D.C.: Author, 1977.

Comprises a report that is divided into nine brief sections. Examples of topics discussed are: an overview of the council's purpose, functions, history, methods, 1976-77 mission and accomplishments, and future role; a discussion of the reasons for undertaking two projects (Futures and Amendments Meetings and a Survey of State Support of Adult Education); a summary of the purpose and focus of the state survey; discussion of program visits made by council members; a chronology of the Adult Education Act; and notes on the composition, functions, and responsibilities of each of the council's standing committees.

163. NIE Working Group in Education. Federal R&D agenda in adult education. Unpublished draft (Department of Health, Education, and Welfare), 1978.

Argues that a centrally coordinated R&D program in adult education is necessary if practices in the field are to be systematically improved. A federal R&D agenda is recommended that addresses three federal policy issues: improving the extent and nature of actual participation by adults needing basic education; identifying characteristics of effective services; and understanding the value of adult education both for society and for the individual.

164. Noell, J. Postsecondary education. In M. A. Golladay & J. Noell (Eds.), The condition of education, 1978. Washington, D.C.: U.S. Government Printing Office, 1978.

Comprises an annual statistical report that describes conditions in education and conditions in society that affect education. It is prepared by the National Center for Education Statistics (NCES) as required by Public Law 93-380, Title V, Section 501(a). This is the fourth report NCES has produced. Included in the report are data on the characteristics of participants in adult basic and secondary education and on the types of sponsors and courses in adult education.

165. Office of Consumers' Education. A description of the Adult Education Act, Public Law 91-230 and its amendments through October 12, 1976 (20 U.S.C. 1201-121b). Washington, D.C.: Department of Health, Education, and Welfare, 1976.

Presents a brief overview of the Adult Education Act. The report includes a discussion of the statement of purpose, state plans, use of funds for special experimental demonstration projects and teacher training, special projects for the elderly, improvement of educational opportunities for adult Indians, and the emergency Adult Education Program for Indochina refugees.

166. Okes, I. E. Adult education in public school systems, 1968-1969 and 1969-1970 (OE 74-165). Washington, D.C.: U.S. Government Printing Office, 1974.

Provides information on enrollments and staff statistics for a number of federally funded programs operated through state agencies and local education agencies.

167. Participation in adult education, final reports, 1969, 1972, 1975, 1978. Washington, D.C.: U.S. Government Printing Office, 1974, 1976, 1978, in press.

Represents a triennial survey used to develop national estimates on the numbers of adults who are participants and nonparticipants in adult education. It was conducted in May of 1969, 1972, 1975, and 1978 by the Bureau of the Census as part of its Current Population Survey. The report presents details on the characteristics of participants and nonparticipants (which include age, racial/ethnic group, sex, employment status, veteran status, and type of geographical location) and on the extent of individual participation. It also includes data on subject of course or activity, duration, completion, credit, and source of payment to describe the various aspects of adult education programs. Each individual report is identified by year of survey, author, and NCES number: 1969, Okes, NCES 75-165; 1972, Okes, NCES 76-160; 1975, Boaz, NCES 78-329. The 1978 version was prepared by Boaz and is in press.

168. Peat, Marwick, Mitchell & Co. A study of the supply of adult learning opportunities. Washington, D.C.: U.S. Department of Health, Education, and Welfare (Office of Assistant Secretary for Planning and Evaluation), January 1978.

Reports the results of a study to determine community response to educational needs and wants of adults, to analyze local planning and coordination, and to outline a descriptive model of program supply. Four communities in two metropolitan areas were chosen for having an abundance or scarcity of adult education programs. Interviews were conducted with adult education personnel and public officials. The model of supply decision-making led to a set of recommendations for further research and action. The bibliography contains 51 annotated references and 30 nonannotated references.

169. Rosenthal, E. L. Lifelong learning--For some of the people. Change, 1977, 9(8), 44-45.

Discusses the enrollments trends reported in Participation in Adult Education published by the National Center for Educational Statistics. The disparity between the high rates of increase in participation by white adults in adult education programs and the low rates of increase in participation or declining rates by black adults are pointed out. The author concludes that the efforts to secure educational equity for minorities in elementary and secondary education are not paralleled in adult education.

170. U.S. Department of Health, Education, and Welfare, U.S.O.E. Annual report of the Commissioner of Education: Fiscal year 1976. Washington, D.C.: U.S. Government Printing Office, 1978.

Presents an annual report in accordance with the requirements of PL 91-230. The first chapter is a mandated report by the Commissioner on the condition of education in the nation. Other chapters contain detailed reports on programs funded by OE, a report on results of investigations and activities by OE, and a statement of facts and recommendations. Specific programs covered include those that equalize opportunity in education, improve the quality of education, support postsecondary and vocational education, and improve the life of the nation.

171. U.S. Department of Health, Education, and Welfare. Competency-based adult education report. Washington, D.C.: Author, July 1976.

Compiled as a means of communication or source of information for adult educators and their organizations. In this issue the Division of Adult Education reports on an ACT examination project, on research on APL, and on APL-related resources.

172. U.S. Department of Health, Education, and Welfare, U.S.O.E. Dissemination and utilization of research findings in 309 projects: The Iowa model. Washington, D.C.: Author, 1978.

Describes a dissemination model developed by the state of Iowa. The model represented experimental and demonstration projects (309 projects), part of the Adult Education Act. This report provides details on three phases of the Iowa project: information dissemination in planning; information dissemination in implementation and evaluation of the project; and dissemination of project outcomes.

173. U.S. Department of Health, Education, and Welfare, U.S.O.E. Education and citizenship: A conference report. Washington, D.C.: Author, 1976.

Comprises edited versions of some of the general session addresses presented at the National Conference on Education and Citizenship: Responsibilities for the Common Good, held in Kansas City, Missouri, in 1976. The consensus at the conference was that citizenship education has been neglected by our educational system, and as a result, the public is becoming increasingly ignorant of the basic precepts on which our government is founded. Participants felt this ignorance to be a real threat to our society, since survival of democracy is inherently dependent upon an informed public.

174. U.S. Department of Health, Education, and Welfare, U.S.O.E. Education briefing paper: Adult education. Washington, D.C.: Author, 1976.

Describes the Office of Education-administered Adult Education Program. The need for the program, its legislative history, how it works, and who it serves are discussed. Examples on how different states implement the program are also provided. The paper concludes with a speculative look at the future for adult education and a table of expenditures and enrollments in USOE's Adult Education Program from 1965-1976.

175. U.S. Department of Health, Education, and Welfare, Education Division. Lifelong learning and public policy: A report prepared by the Lifelong Learning Project. Washington, D.C.: U.S. Government Printing Office, 1978.

Defines lifelong learning and describes the conceptual elements of a society concerned with learning in the first part. The second part analyzes the federal-state-local relations in lifelong learning and recommends federal activities in research, demonstration, and coordination at each level. The third part applies the lifelong learning perspective to four groups of learners (workers, urban youth, women, and older adults) and recommends some federal roles in improving learning opportunities for these groups. The bibliography includes 106 references.

176. U.S. Department of Health, Education, and Welfare. Report of the U.S.O.E. invitational workshop on adult competency education. Washington, D.C.: U.S. Government Printing Office, 1978.

Deals with the major purposes and components of the U.S.O.E. workshop held in 1978. The workshop was convened to develop consensus on a variety of issues and questions, and to increase participant awareness of innovative approaches to competency-based adult education programs. The 200 participants included state directors of adult education, other state staff, university personnel, local project directors, and federal education staff.

177. Carlson, R. A. The quest for conformity: Americanization through education. New York: Wiley, 1975.

Presents a historical review of attempts in the United States to educate Americans for the purpose of increasing the homogeneity of values and mores. Although the study begins with the efforts of the Puritans and continues with the approach advocated by Benjamin Franklin, the emphasis is on the period from 1900 to 1925. During this time, these educational efforts to promote conformity became identified as the Americanization movement.

178. Cook, W. D. Adult literacy education in the United States. Newark, Del.: International Reading Association, 1977.

Presents an historical overview of the accomplishments and problems of American adult literacy education from 1900 until the present decade. Each decade is described in terms of social climate, literacy statistics, available programs, important legislation, professional activities, and significant methods and materials. The final chapter presents recommendations for reducing the problem of illiteracy in the United States.

179. Dwyer, R. Workers' education, labor education, labor studies: An historical delineation. Review of Educational Research, 1977, 47, 179-207.

Traces historically the education of the working class through this century. Education is seen as the road to more effective unions and richer community life. The bibliography presents approximately 50 entries.

180. Knowles, M. S. The adult education movement in the United States. New York: Holt, Rinehart, & Winston, 1962.

Presents an overview of adult education in the United States by describing its origins and pattern of growth. Part I traces the development, from 1600 to 1961, of institutions concerned with adult education. Part II describes the shaping of adult education into a coordinated field and an integrated social system. Part III presents a picture of the nature and the trends in the adult education movement and provides some predictions about the future.

181. Kreitlow, B. W. Research and theory. In Forms, function and future, no citation given.

Discusses the history of research and theory in the field of adult education--how it started, some of the basic findings, and the future of research and theory. The author states that adult education is only now becoming sufficiently structured to have its own identity and that research priorities need to be stated and pursued.

182. McGee, L. Early efforts toward educating the black adult, 1619-1850. Adult Leadership, 1971, 19, 341-342; 353.

Chronicles education received by black adults from the early 17th century until the mid-19th century. Formal education was initiated by a Quaker who began an evening school in Philadelphia in 1750. Before that, whatever education blacks received was the result of individual black adults, of missionaries, or of masters. Between 1750 and 1850 organizations, many church-related, set up schools. In the 1780s, blacks in Philadelphia organized their first school.

183. Seller, M. S. Success and failure in the immigrant experience 1914-1924. Adult Education, 1978, 28, 83-99.

Chronicles a massive campaign between 1914 and 1924 to educate unnaturalized immigrant adults due to a fear of radicalism and political disloyalty as well as a desire to help newcomers. The campaign reached only a small proportion of its target population because of inappropriate methods and materials, inadequate financing, and, most importantly, failure to meet immigrants' needs. Educators offered Americanization, but many immigrants also wanted literacy in the native language and education in the entire spectrum of their cultural and intellectual interests. The bibliography contains 51 references.

184. Carnoy, M., & Levin, H. The limits of educational reform. New York: David McKay, 1976.

Contains a series of articles that criticize social reform that strives to raise educational standards while leaving other social indicators intact. The articles posit that education will not eliminate poverty, reconcile years of racial prejudice, or alleviate future social problems. They do, however, present the policy planner with the critical challenge of developing new programs for effective social change.

185. Deaton, A. Programs in the United States. Adult Leadership, 1975, 23, 302-311.

Summarizes presentations of U.S. adult education projects made at the 1975 Multinational Workshop on Adult Education. Projects include the Appalachian Adult Education Center at Morehead State University in eastern Kentucky, which represents a regional approach to the development, demonstration, and dissemination of innovative methods and materials, and the Georgia Expanded Food and Nutrition Project, which is one state's effort to help low-income families improve the nutritional quality of their diet.

186. Grabowski, S. M. Adult and continuing education: The next ten years. Columbus: Ohio State University, 1977. (ERIC Document Reproduction Service No. ED 149 183)

Forecasts the next ten years in adult and continuing education by looking at the milestones of the past. Intended for adult educators and researchers, this paper discusses: (1) the field of adult and continuing education, (2) current trends and issues--impact on future, (3) alternative educational opportunities for adults, and (4) resulting future issues. Appendix A contains "a synthesis of several regional national advisory councils on adult education 'future meetings': held during 1976-1977." The bibliography contains 33 references.

187. Lovett, T. The challenge of community education in social and political change. Convergence, 1978, 11(1), 42-51.

Discusses the role of adult education in social and political change. The author argues that a successful adult education program must be a part of a larger social movement. This model is placed in contrast to the approach that community education is part of a general community service. There are 18 references.

188. Anderson, J. T. The feasibility of using work evaluation as a tool for assessment in adult basic education. Final report. Menomonie: University of Wisconsin-Stout, Center for Vocational, Technical, and Adult Education, 1973.

Describes a work evaluation plan to help students identify realistic goals and to relate skills learned to work goals. Five ABE students were followed up; the follow-up indicated that the students benefitted from the work evalution by developing more realistic goals and plans, by better understanding the relevance of course work, and by increasing their self-confidence.

189. Cohen, M. Adult Students in Public School Classes. The Clearing House, 1979, 52, 272-275.

Describes the School for All Ages (SFAA), a part of the Philadelphia public school system. Its students range in age from six to sixty. This article focuses on the adult population of SFAA. It discusses programs provided for adults as well as the adults' problems, fears, and experiences of returning to school after being away from academics for many years.

190. Dickinson, G. Teaching adults: A handbook for instructors. Toronto: New Press, 1973.

Provides some basic instruction for the part-time and beginning adult education teacher. Many instructors in adult education programs teach on a part-time basis, and they lack the basic skills, knowledge, and attitudes needed for teaching adults. The result is a poor quality of instruction leading to high levels of dissatisfaction and to dropouts from such programs. The five chapters discuss adult learning, the adult learner, course planning, instruction, and evaluation. Each chapter is preceded by a short quiz and followed by a postassessment test. The bibliography contains 45 references.

191. Hutchinson, L. F. Reducing illiteracy by adding interest to adult education. Adult Literacy and Basic Education, 1978, 2, 21-28.

Attempts to measure the difference between lessons designed to emphasize the interests of the participants in an adult basic education program and instructional kits that were commercially prepared and were not designed for individual preferences. The results show that attendance was significantly better in the experimental group that emphasized individual interests. This study's results, however, may be confounded by the two different teaching styles rather than the reading material used. The bibliography contains 14 references.

192. Hymovitz, L. Helping adults write creatively. Community College Review, 1977, 5(1), 30-35.

Describes a successful creative writing program at Northeastern Standard Evening High School (Pennsylvania). Techniques useful to any creative writing instructor are suggested.

193. Irish, G. H. Reflections on ends and means in adult basic education. Adult Education, 1975, 25, 125-130.

Stresses the increased recognition of the need to broaden ABE to include coping skills. The APL study focuses on coping skills and will lead to new ABE curricula. ABE administrators see student retention and motivation as major problems; inclusion of coping skills may help solve these problems. The AIM program is cited as one way to teach coping skills; this approach features group discussions of photographs of community situations, discussions that can lead to awareness of possible solutions. The bibliography includes 8 entries.

194. Langerman, P. You can be a successful teacher of adults. Washington, D.C.: National Association for Continuing Public and Adult Education, 1974.

Presents some tips and techniques that will assist the adult educator in educating and reeducating the adult citizenry of our nation through lifelong learning.

195. Lumsden, D. B. The curriculum development process in adult education. Adult Education, 1977, 49(5), 279-284.

Discusses developing curricula that would recognize adult social and educational needs and the necessity to involve the target population in assessing these needs. The author suggests accomplishing this involvement through the use of community advisory committees and the census.

196. Miller, H. Teaching and learning in adult education. New York: Macmillan, 1964.

Represents a classic in adult education teaching methods. Its textbook style and dated notions are both assets and liabilities. More recent works are easier to read and to use, but they seem to be based on the same framework as this work. Contents include special perspectives of the adult, small groups, the adult in the classroom, the adult in residence, large groups, lectures and workshops, and the use of television and the mass media.

197. New Mexico State Department of Education. Adult basic education in New Mexico. Personal growth curriculum. Santa Fe: New Mexico State Department of Education, Adult Basic Education Unit, 1975.

Delineates the revised curriculum guide, first published in 1968 as a result of a workshop conducted for New Mexico's most experienced and qualified adult basic education teachers and administrators. The five general subject areas covered in the text are family life, health education, the world of work, money management, and citizenship and government. Emphasis throughout the guide is on student participation in topics of interest to them rather than on the mastery of subject content.

198. Osinski, F. W., et al. Toward Gog and Magog or: A critical review of the literature of adult group discussion. Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1972.

Presents a review of research on group discussion in adult education. Factors involved in group discussion, the broad purposes of group discussion, and various approaches to it that may be used are examined. Group discussion is also viewed as it is used in parent education, religious education, education for aging, and public affairs education.

199. Rivera, W. M. Project AIM: A new way to teach coping skills. Community College Review, 1975, 3(2), 12-18.

Delineates the AIM method which is concerned with teaching coping skills to ABE and ESL participants. The needs of the population are researched through interviews, and handout leaflets based on these needs are used instead of textbooks. The leaflets are designed to stimulate discussion; students are encouraged to take practical action to solve problems that are identified during these discussions.

200. Rogers, A. Teaching adults is a challenge. Indian Journal of Adult Education, 1976, 37(7/8), 2-7.

Describes how teaching adults differs from teaching children. Teaching adults requires different methods, approaches, materials, and the attitude that teacher and students are equals.

201. Russell, C. ABE and consumer education: Addressing the needs of the undereducated. Community College Review, 1974, 2(2), 41-47.

States that consumer education can be used in teaching ABE skills, especially since consumer knowledge is so important for its own sake. Many ABE programs are easy to teach and administer, but are not relevant to the everyday needs of students. Instructional objectives, therefore, must be set after ascertaining the needs of a group of ABE students. Evaluations of ABE programs must be related to the goals of ABE; students need to develop their individualized self-appraisal tools. The bibliography contains approximately 12 entries.

202. Sapp, E. What do we need to teach adults about productive interpersonal relationships? Tennessee Adult Educator, 1976, 9(2), 7-11.

Presents techniques that can be used to help adults develop skills in interpersonal relationships. The author also includes ways to achieve more effective communication and ways to improve judgment in the use of defense mechanisms.

203. Snyder, R. Guide to teaching techniques for adult classes. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Provides a guide for anyone who must plan and implement adult education activities. The contents include discussions of the interaction between teacher and learner; the establishment of learning objectives that utilize learners' interests; implementation techniques--advantages and limitations of objectives, considering learners' characteristics; evaluation techniques--process and product evaluations; and appendices with sample questionnaires.

204. Stephens, M. D., & Roderick, G. (Eds.). Teaching techniques in adult education. Newton Abbot, Devon, England: David & Charles, Ltd., 1971.

Provides information to aid anyone teaching adults. Topics covered include general teaching methods, syllabus design, lesson preparation, and the use of teaching aides.

205. Taylor, P. G. Competency-based adult education: Toward a functional definition. Adult Literacy and Basic Education, 1978, 2(3), 146-156.

Taylor explains the nature of Competency-Based Adult Education (CBAE) in comparison to ABE. A data-based APL study found that a greater emphasis needs to be placed on learning basic competencies. The study found that these basic skills result in superior achievement in the performance of everyday life tasks. Currently, the value of the CBAE program is being discussed and tested at adult education conferences. The bibliography contains 11 references.

206. Agency for International Development. Nonformal education: A selected list of references for A.I.D. technicians. Washington, D.C.: Author, 1971.

Provides an annotated bibliography of nonformal education programs which includes Agency for International Development (A.I.D.) reports and documents and other materials covering the work of other international agencies and various other organizations and individuals. Nonformal education encompasses learning and development of skills in the home; in youth or adult activities; in military training; in social and political organizations; on the job in private industry; and in special government, foreign aid, or United Nations training projects. It is considered important in developing nations where school costs are prohibitive.

207. Cairns, J. C. Adult functional illiteracy in Canada. Convergence, 1977, 10(1), 43-51.

Describes adult illiteracy in Canada, indicating age, ethnic, and regional characteristics. The 1971 Canadian census revealed that more than 937,000 Canadians, comprising over 7% of the adult population age 15 and older, had less than a fifth-grade education. In addition, an overview of the programs established to provide adult basic education is presented.

208. Hall, B. L. Continuity in adult education and political struggle. Convergence, 1978, 11(1).

Introduces a series of articles in the journal, Convergence, dealing with adult education and social action. It examines some of the "roots" of adult education, indicating its involvement with the poor, the dispossessed, and others who are engaged in the struggle for social transformation. These roots were linked with the early labor movements in Europe (in the 1800s) and in the United States and Canada (in the 1930s). Similar experiences are occurring today in other countries. The bibliography contains 11 references.

209. International Symposium for Literacy. Declaration of Persepolis. Convergence, 1975, 8(4), 5-7.

Discusses the increase in illiteracy, even in industrialized countries. Political structures that encourage literacy are discussed--literacy programs are stronger if the community carries out the literacy project.

210. Kidd, J. R. Perspective from Persepolis. Convergence, 1975, 8(4), 1-3.

Gives perspective on a small international symposium on literacy that met in Persepolis, Iran, in 1975 and fashioned a declaration representing broad agreement on adult literacy. Earlier conferences had led to a major program of cooperation in adult education in 50 countries. Although this program fell far short of desired goals, the declaration indicates continued agreement about the importance of adult education in achieving economic, social, and political development.

211. Mbilinyi, M. Basic education: Tool of liberation or exploitation? Convergence, 1977, 7(4), 489-503.

States that "So long as the underdeveloped economy remains part of the world-wide capitalistic system, its education will necessarily reflect the contradictions of imperialism and underdevelopment and serve the interests of foreign capital, not the peasants and workers." This bibliography includes approximately 15 entries.

212. Phillips, H. M. What is meant by basic education? Paris: UNESCO, 1975.

Elaborates six uses of the term "basic education." Each use seems related to an educational stance based on political, social, and economic concepts as well as on educational concepts. The author points out that "...standard international educational statistics and terminology are not well geared to the special needs of countries with incomplete educational systems...." Although no formal bibliography is included, about 20 references are mentioned in footnotes.

213. Platt, W. J. Toward initial learning systems. Convergence, 1976, 9(1), 9-19.

Discusses emerging practices and trends in initial learning systems (or basic education) as found in developing countries. The author advocates wider adoption of Mastery Learning and of criterion-referenced testing. He also argues for the necessity to detach final assessment in the initial learning cycle with eligibility to enter the next cycle. Finally, he indicates the need for development of curriculum materials and instructional methods geared to the daily settings and problems of the client (which, in the developing countries, is rural). The bibliography contains 20 references.

214. Appalachian Adult Education Center. The interrelating of library and basic services for disadvantaged adults: A demonstration of four alternative working models (Volume 1; Annual Report). Morehead, Ky.: Morehead State University, 1973.

Describes the Appalachian Adult Education Center study of cooperative services provided by public libraries and public schools to serve disadvantaged adults. The study involved sites in four states and explored the needs of the target group and the service delivery frameworks for meeting those needs. The report makes recommendations about methods, materials, staff training, and other relevant topics.

215. Appalachian Adult Education Center. The interrelating of library and basic education services for disadvantaged adults: A demonstration of four alternative working models (Volume II; Annual Report). Morehead, Ky.: Morehead State University, 1973.

Indicates that schools and libraries view themselves as preservers of culture, not as change agents, and that a consequence of this viewpoint is a large gap between the educational services needed by disadvantaged adults and the services provided by schools and libraries. These models demonstrate that the use of a middleman or catalyst was helpful in overcoming obstacles to cooperative service delivery.

216. Casey, G. M. Public library service to the illiterate adult. Proceedings of a seminar held on March 9-11, 1972. Detroit: Wayne State University, Office of Urban Library Research, 1972.

Presents the papers from a seminar at Wayne State University. The purpose of the seminar was twofold: to acquaint librarians with information about illiterate adults and to urge libraries to provide services to these adults.

217. Eyster, G. W. The coordination of library and basic education services for disadvantaged adults: A demonstration of four alternative working models. Volume 1 (Final Report). Morehead, Ky.: Morehead State University, Appalachian Adult Education Center, 1974.

Presents a summary of the methodology, problems, and recommendations of seven projects demonstrating the coordination of public library with public school services for disadvantaged adults. The summary covers personnel, recruitment and promotion, library materials, delivery, in-house services, policies, coordination, and spin-off. The report concludes with a checklist of activities needed for coordinating and delivering usable library services to adult students.

218. Eyster, G. W. The coordination of library and basic education services for disadvantaged adults and expanding public library services to disadvantaged adults (Final Report). Morehead, Ky.: Morehead State University, Appalachian Adult Education Center, 1975.

Covers second-year activities interrelating public library and basic education services for disadvantaged adults in three demonstrations in Georgia, Ohio, and Tennessee. It also covers the dissemination of these demonstrations through the training-institutes series in those three states and in Kentucky and Mississippi.

219. Eyster, G. W. Institute series for developing public library services for disadvantaged adults. Volume 2 (Annual report for 1974). Morehead, Ky.: Morehead State University, Appalachian Adult Education Center, 1975.

Presents the background and methodology of four state institute projects (Alabama, Kentucky, South Carolina, West Virginia) designed to expand public library services to disadvantaged adults, and also provides a description of the national, state, and local dissemination activities of the seven library/ABE demonstration projects. The nontraditional training design is viewed as a model for change in public services.

220. Eyster, G. W. Nonformal library training institutes. Final report 1973-1976. Morehead, Ky.: Morehead State University, Appalachian Adult Education Center, 1976.

Describes the nonformal library training institutes in ten southeastern states provided by the Appalachian Adult Education Center (AAEC) over a three-year period. With the cooperation of the state libraries, the institutes involved whole library staffs, as well as interested community and agency participants, in planning basic education and other services for disadvantaged adults. Evaluations proved the overall success of the program as well as its cost-effectiveness. AAEC also produced a series of guides and a multimedia kit on the public library.

221. Fleming, L. D. Proceedings of the conference "Adult basic education and public library service," June 5-6, 1974, Miami Springs, Florida. Tallahassee: Florida State University, 1974.

Presents nine papers given at a conference sponsored by the State Library of Florida in 1974. The conference provided an interchange of ideas between public libraries and specialists in adult basic education. The papers cover existing ABE programs, the role of libraries in ABE, how to find and evaluate materials, and methods of interagency cooperation. The appendices include a bibliography of bibliographies, a 72-item bibliography of books concerned with adult education and literacy from the State Library of Florida, a listing of over 200 ABE materials, and a list of library programs in ABE.

222. Glover, P. Beyond the first R. Wilson Library Bulletin, 1976, 50, 737-733.

Descibes the adult education programs of the Free Library of Philadelphia.

223. Gotsick, P. Adult basic education and public libraries: Services to the disadvantaged adult. Adult Leadership, 1973, 21, 329-330; 346.

Points toward indications that adult education is a marginal area of education. Although this "marginality" can lead to territorialism, the author advocates the use of public libraries to provide adult education services and the coordination of libraries' services with adult education programs. Library facilities are used as family learning centers; librarians help recruit participants for adult education and use book talks to introduce new materials to the participants.

224. Haendle, C. The community link: Libraries and the literacy volunteers of America. Wilson Library Bulletin, 1976, 50, 731-733.

Describes a private nonprofit agency, Literacy Volunteers of America, whose sole concern is to help functionally illiterate adults and teenagers learn to read.

225. Keller, R. L. Brooklyn Public Library's reading program--21 years old and going strong. Wilson Library Bulletin, 1976, 50, 734-736.

Describes the reading improvement program of the Brooklyn public library, which includes students ranging from nonreaders up through postgraduate level.

226. Manzo, A. V. Re: Reading and the library. Kansas City, Mo.: Kansas City Reading Center, 1972.

Recounts how reading specialists addressed librarians at regional Right to Read conferences. They urged librarians to develop a more explicitly educational function for libraries. In particular, they advocated the use of libraries to improve the reading skills of disadvantaged adults.

227. Giles, W. E. & Conti, G. J. ABE and vocational education: The need for union. Adult Literacy and Basic Education, 1978, 2, 6-11.

Stresses the dual importance of ABE and vocational training. The authors conclude that "life-long learning" is essential for a better life and to escape poverty, and that education is essential because technology is rapidly eliminating jobs that do not require basic cognitive skills. The paper concludes that education does more than just prepare people for industry; it also develops the skills necessary for functioning in a changing society. The bibliography contains 16 entries.

228. Heimstra, R. Community adult education in lifelong learning. Journal of Research and Development in Education, 1974, 7(4), 34-44.

Comments that adults need retraining throughout life as their occupations and the community change. The administrative and educative roles of school personnel also need to be redefined to best serve community needs and to take advantage of community resources. In addition, ease of access to education (including low fees and convenient transportation) is essential, as is a broad range of program offerings. The bibliography contains approximately 35 entries.

229. Jessup, F. W. (Ed.). Lifelong learning: A symposium on continuing education. New York: Pergamon Press, 1969.

Discusses the possibility of compulsory adult education. If such education were compulsory, it would probably be for some basic skills. However, most agree that in a liberal democratic society, adult education is, and must be, a voluntarily undertaken activity.

230. Kallen, D., & Bengtsson, J. Recurrent education: A strategy for lifelong learning. Paris: Center for Educational Research and Innovation, OECD, 1973.

Presents one of the more articulate and well thought-out descriptions of the "womb to grave" educational design. The authors define recurrent education and they see several reasons for such education. The report is presented in terms of issues affecting the individual (e.g., work, education, and leisure) and in terms of issues affecting the social world (e.g., the need to coordinate labor, education, employment, and other social policies).

231. Lenz, E., & Shaevitz, M. H. So you want to go back to school: Facing the realities of reentry. New York: McGraw-Hill, 1977.

Assists adults who are entering or reentering college. The book describes reasons for returning to school, ways of selecting a school, resources that can be used, and problems to be avoided. It contains 80 references, plus a bibliography on sources for financial aid.

232. Russ-Eft, D. F., & Steel, L. M. The contribution of education to adults' quality of life. Educational Gerontologist (in press).

Examines the educational needs of nationally representative samples of 30-, 50-, and 70-year-olds. The dimension of "learning" was measured as one of 15 dimensions of the quality of life. Ratings on importance indicated that learning was of decreasing importance to older groups. However, a large proportion of all age groups reported that their learning needs were not being well met. Learning related substantially to overall quality of life, and adult education programs were identified as needed to improve quality of life.

233. Bazemore, J. S. Two-way TV technology and the teaching of reading. Journal of Reading, 1978, 21, 518-524.

Describes two-way cable television as a proven way to provide instruction in GED and pre-GED skills in Spartanburg, South Carolina.

234. Blakely, R. J. The use of instructional television in adult education. Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1974.

Reviews critically the developments in computerized instruction and instructional television. The author provides guidelines for establishing and developing instructional technologies based on desired changes in human behavior.

235. Cole, J. L. The application of computer technology to the instruction of undereducated adults. Raleigh: North Carolina State University, Adult Learning Center, 1971.

Describes an investigation of the use of modern educational technology to instruct undereducated adults. From June 1967 to June 1971, for example, the use of computers in the instruction of adult basic education pupils was studied. Teachers were able to handle several students at one time and to provide immediate correction of errors and immediate identification of learning deficiencies.

236. Eyster, G. W. ETV utilization in adult education. Adult Leadership, 1976, 25(4), 109-111.

Stresses the need for an Educational Television (ETV) program in the United States to serve adults who ordinarily would be without means to obtain a high school diploma. ETV has the potential to reach many of the adults who go unserved, by bringing classroom instruction into their homes. ETV has been proven successful, based upon the Appalacian Adult Education Center Study. It is stressed, however, that complete support is needed from the involved television network in order to set up an effective ETV program.

237. Kinnamon, S. E. Commercial television and adult reading. Journal of Reading, 1975, 18, 470-474.

Reports the findings of a survey of commercial television stations to determine the number of broadcast programs that instruct adults in reading and to describe those programs. A list of stations contacted and their responses are provided.

238. Niemi, J. A. (Ed.) Mass media and adult education. Englewood Cliffs, N.J.: Educational Technology Publications, 1971.

Presents a collection of papers focusing on the use of mass media in adult education. Contributors include American, British, and Canadian authors. The articles discuss current lack of imagination in the use of the media in adult education; a history of educational television in the United States; ways of helping the adult educator use mass media; and a description of the Open University and its relationship with the BBC. A bibliography of 6 references is provided in the area of mass media and adult education.

239. Niemi, J. A., & Anderson, D. V. Television: A viable channel for educating adults in culturally different poverty groups--A literature review. Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, 1971.

Reports that recent research on the effectiveness of educational television (ETV) with adults in culturally different poverty groups suggests that ETV for these groups must be combined with techniques (such as listening groups) using volunteer teachers, and that such techniques require close cooperation between adult educators and media specialists. A selective retrospective survey of 11 literacy programs reveals few suitable provisions for evaluating either the appropriateness of the ETV programs or the achievements of individuals. The document includes program descriptions and 27 references.

240. Ohliger, J. The mass media in adult education: A review of recent literature. Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, 1968.

Reviews the literature on the use of mass media in adult education, based on documents assembled by the ERIC Clearinghouse on Adult Education. The introductory section provides background information on definitions, approaches to the use of the media, and characteristics of the listeners. The second section outlines the use of specific kinds of media, while the third section focuses on media use in various content areas of adult education. An annotated bibliography of 120 references is provided.

241. Ohliger, J., & Guenlette, D. Media and adult learning. New York: Garland Publishing, 1975.

Represents a comprehensive annotated bibliography of over 1,600 books, articles, and reports. A central theme is the struggle between humanism and technology in the classroom. Ohliger implies that new communications techniques will be a part of the educational process. The challenge is to assure the appropriate blending of technology with human interaction.

242. Rotherberg, D. Vocational/technical and adult education: Status, trends, and issues related to electronic delivery. St. Louis: Washington University, 1973.

Investigates the current status of vocational/technical education and adult education in the United States. The author delineates the role of a large-scale satellite-based telecommunications system for such education. The best growth potential areas appear to be in career education, teacher training, and compensatory adult education. This telecommunications approach has been used in rural areas of Wisconsin and Kentucky and has been considered by the Corporation for Public Broadcasting.

243. Apps, J. Toward a working philosophy of adult education. Syracuse, N.Y.: Syracuse University, 1973.

Develops a working philosophy of adult education as a step toward "...knowing on what principle we should proceed." In addition to presenting an overview of "general" philosophy and of educational philosophy, the author considers certain beliefs about the adult learner, the overall purpose of adult education, the content of education, and the learning process. Then, he focuses on three particular learning models (i.e., learning as problem solving, learning as acquiring content, and learning as self-actualization).

244. Apps, J. W. Tomorrow's adult educator--some thoughts and questions, Adult Education Forum, no citation given.

Presents a discussion about future adult educators and the qualities and philosophy of education that they must possess.

245. Bader, L. A. Combining secondary and adult education. Journal of Reading, 1975, 18, 591-594.

Points out that many adult education programs share the same deficiencies in basic skills instruction (e.g., lack of relevance) as those of secondary education. The author describes a learning center developed to handle adult education at all levels (from basic through secondary). Programmed and taped materials were developed for students who were unable to attend regularly. The author recommends that curriculum needs for these programs be determined clearly before materials are bought, so that the materials do not dictate the program.

246. Boggs, D. L. An interpretive review of social science research on behaving-valuing patterns of low status people. Adult Education, 1974, 24, 293-312.

Extracts from scholarly studies of behaviors of low-status Americans a theory-based perspective for interpreting their behaving-valuing patterns. Kreiberg's hypothesis that behaviors and values can be modified was found to be particularly useful in accounting for the malleability of conventional behaviors and values and the formation of new adaptive problem-solving ones among low-status people. Implications of this theory for adult basic education are specified. The bibliography contains 25 references.

247. Brownhill, R. J. Polanyi's philosophy and adult reading problems. Adult Education (London), 1978, 50, 289-293.

Uses Michael Polanyi's theory of knowledge as a framework for an approach in which illiterate adults might increase their motivation and chances of success in developing reading skill.

248. Carlson, R. A. Conceptual learning: From mollusks to adult education. Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1973.

Provides a literature review of conceptual learning as it relates to adult learning. It includes the movement's intellectual and political growth, recent studies in the field, and interpretations of the field research. To Carlson, the founders of conceptual learning are Bruner and Piaget; they developed the notion that by analyzing a field, it is possible to discover some key concepts that epitomize the knowledge in one area. To further learning efficiency, the author advises the adult educator to ferret out and teach the key ideas presented in the subject matter.

249. Conti, G. J. Rebels with a cause: Myles Horton and Paulo Freire. Community College Review, 1977, 5(1), 36-43.

Describes the work of two leaders of adult basic education, Myles Horton (working with poor adults in the South) and Paulo Freire (working with peasants in Latin America). Both men view education as a force for ameliorating the conditions of the poor and for liberating the oppressed.

250. Darkenwald, G. Innovation in adult education: An organizational analysis. Adult Education, 1977, 27, 156-172.

Describes the development and testing of a model of the organizational dynamics of innovation in adult basic education agencies. Innovation was measured by a composite index of innovative instructional and administrative practices. The author concludes that organizational variables--size, differentiation of staff roles, reliance on professional communication channels, and especially staff professionalism--exert a major influence on innovation.

251. Drake, J. B., & Morgan, A. S. A career decision making model utilizing adult basic education and counseling for the under/unemployed adult and family. Final report. Auburn, Ala.: Auburn University, Department of Vocational and Adult Education, 1974.

Delineates a special project to develop a teaching aid that would help the disadvantaged adult to upgrade himself or herself educationally and to determine how to reach his or her career goal. The adult learning center provided personalized instruction, and the mobile instructional van accommodated the home-based learners. During the year, enrollment increased. Recommendations stress the need for more counseling materials and more occupational information oriented to adults.

252. Freire, P. Education for critical consciousness. New York: Seabury Press, 1973.

Contains a description of Freire's educational theory and practice, and discusses his approach to the task of providing literacy training to adults. The selection of course materials and the organization and conduct of classes is also covered. Freire's work has been the subject of much philosophical, theoretic, and practical writing on adult education in the United States.

253. Grabowski, S. M. (Ed.). Paulo Freire: A revolutionary dilemma for the adult educator. Syracuse, N.Y.: Syracuse University, 1972.

Presents Paulo Freire's view of education as being directly linked with the socioeconomic, sociocultural, and political order. In his work in South America, Freire promoted literacy training as revolutionary in the sense that it gives oppressed and "unreachable" people some freedom and liberation. This book presents the opinions of six scholars about the relationship between Freire's philosophical assumptions and adult education. A quotational bibliography of 184 references by Paulo Freire and about his work appears at the end of the book.

254. Havighurst, R. Adult education and adult needs. Chicago: Center for the Study of Liberal Education for Adults, 1960.

Capsulizes Havighurst's notion of adult tasks and needs. The book sets down his notions of basic adult tasks and then matches them with adult education programs that can fulfill and facilitate those tasks.

255. Herbert, T., & Coyne, J. Getting skilled. New York: E. B. Dutton, 1976.

Provides a guidebook to practical adult education, as perceived by its authors. This formative book presents a view of the role of proprietary training schools in our society.

256. Houle, C. The design of education. San Francisco: Jossey-Bass, 1972.

Presents a two-part system for exploring adult education problems and processes. Central to Professor Houle's discussion are two basic concepts: "situations" and "designs." These concepts are seen as a two-way grid, with the properties of each making up the coordinates. Of course, any model has problems in the accuracy of the categories, and Houle himself states his grid should be used for conceptual clarity, not for categorical accuracy.

257. Knowles, M. The adult learner: A neglected species. Houston: Gulf Publishing, 1973.

Reviews theories of learning and theories of teaching as applied to adult education and human resources development. The author presents the major theories, and describes research findings based on studies of animals, children, and adults. The final chapter provides some guidance in applying these theories to developing an educational program for adults. Several articles dealing with the issue of applying learning and teaching theories to adults are reprinted from other sources and appear as an appendix.

258. Knowles, M. S. The modern practice of adult education: Andragogy versus pedagogy. New York: Association Press, 1970.

Expands the author's 1950 book entitled Informal Adult Education. In addition to serving as a guide to planning adult education programs and as a reference for solving problems related to such programs, the book provides a theoretical framework for an emerging technology in adult learning. To focus the concern upon adult learning, the author introduces the term "andragogy."

259. Knowles, M. S. Andragogy: Adult learning in perspective. Community College Review, 1978, 5(3), 9-20.

Reviews the literature (1928 to the present) reporting research on adult learning. On the basis of the review, principles on adult learning theory synthesized from the literature are presented. They include tailoring educational approaches to the real needs and interests of adults, organizing curricula around life situations, allowing adult learners to be self-directing, and making optional provision in the delivery of educational programs for individual differences in style, time, place, and pace of learning. The bibliography contains 36 references.

260. Lam, Y. L. J. Transitional analysis of adult learners' needs. Alberta Journal of Educational Research, 1976, 22, 59-70.

Proposes a theoretical model for the evolution of the educational needs of learners. Using the model, the author analyzes the impact of the program planning process on changes in the learners' perceived need.

261. Maring, G. H. Freire, Gray, and Robinson on reading. Journal of Reading, 1978, 21, 421-425.

Provides an overview of the adult literacy method proposed by the Brazilian philosopher and educator Paulo Freire. Since English words are less syllabically regular than Spanish or Portuguese words, the phonemic recombination techniques are not useful in working with adults who want to learn English. Nevertheless, much of Freire's method agrees with a four-aspect model of reading proposed by William S. Gray and the recommendations for teaching reading presented by H. Alan Robinson. The bibliography includes 6 references.

262. Murray, L. The school district concept. Adult Leadership, 1975, 23, 358-360.

Reports on the first five years of the first school district composed of correctional facilities and incarcerated students (located in Texas). Financing and space allocations have increased considerably. The number of faculty has multiplied and their quality has improved. Many more students participate, the number of equivalency diplomas granted has increased dramatically, and students report satisfaction with the changed educational program. The bibliography contains 4 references.

263. Nesbitt, C. Designing relevant programs for urban black adults. Adult Leadership, 1974, 22, 249-252.

Argues that, from development through implementation and evaluation, ABE programs should be built around the needs and desires of the clientele. Using a modification of the Delphi technique, 9 black ABE participants, 9 black professionals, and 9 adult educators were questioned regarding the design of ABE for urban black communities. Twelve criteria resulted.

264. Niemi, M. T., & Niemi, J. A. A theory of decision-making and its implications for research in adult education. Adult Education, 1978, 28, 235-249.

Describes a theory of decision-making and an account of the decision-making process. The model is based upon the work of Betzels, Thelen, and Havelock and upon other research in cognitive styles. The authors consider the theory to be useful as a tool for the improvement of individual decision making. They conclude with implications for research in adult education. The bibliography contains 12 references.

265. Ohliger, J. Adult education: 1984. Adult Leadership, 1971, 19, 223-224.

Presents a satirical prediction of a life of "permanent schooling" for a hypothetical man born in 1984. He starts infant school at the age of 6 months; he attends factory school after he gets a job; then a "school for marital adjustment," and a "school for child care." Furthermore, there are continual "citizenship institutes." At age 40, he attends a "geriatric preparation academy." Finally, he dies in a "geriatric learning center."

266. Ohliger, J., & McCarthy, C. Lifelong learning or lifelong schooling? A tentative view of the ideas of Ivan Illich with a quotational bibliography. Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1971.

Summarizes the writings on the life and thoughts of Ivan Illich. The authors discuss his background, influences on his philosophy, and his views on public education. Illich recommends that the drift of adult education toward institutional status be reversed, to promote the development of informal educational networks. These networks would be based on mutual inquiry and on lifelong access to and free choice of educational opportunities. The bibliography contains 157 references.

267. Parkyn, G. Towards a conceptual model of lifelong learning. Paris: UNESCO, 1973.

Attempts to fully articulate the concept of "lifelong learning." The document takes the reader from the sociological and psychological foundations, through a generalized model, to an actual model of lifelong learning. Interesting concepts include the integration of educational facilities (e.g., primary education during the day and adult education at night), the expansion of the range of educational programs (from on-the-job and occupational training to home-centered education), and the blending and transition of formal and nonformal institutions (from full-time to part-time schooling and the integration of culture and vocation).

268. Rockhill, K. From diplomas to alternatives: Education and learning among adults with less than 12 years of schooling. (Draft report to the Division of Adult Education, U.S. Office of Education.) Los Angeles: UCLA, 1977.

Summarizes four years of work on adult secondary education (ASE). The author presents an overview of the UCLA project and a description of its background. Several aspects of the ASE project are discussed in detail. These include administration, funding, scholarships, the nature of the educational program, and characteristics of the participants.

269. Russell, K., & Sumner, J. An adult education delivery system: The Iowa model. Adult Leadership, 1975, 23, 339-40; 344.

Describes a system organizing Iowa's State Department of Public Instruction, community colleges and technical/vocational colleges, and public schools according to delivery of adult education services. The system mediates institutional and agency interests effectively and solves the problems often facing the delivery of such services in rural areas: distance problems (physical and psychological), a dearth of relevant adult materials, and a lack of trained instructional support.

270. Schultz, H. Survey of adult education programs for the disadvantaged. Kansas City: Institute for Community Studies, 1975.

Contains abstracts and annotated references of research projects and programs in adult basic education. The survey sought to identify studies that specify project population, methods, materials, and results; it also covers the period 1965 through 1975 and examines academic rather than vocational areas. The discussion section, which reviews observations recorded during the survey, reveals that basic questions about adult education are still to be answered.

271. Speegle, P. T. Serving adults where they are in west Texas. Community and Junior College Journal, 1977, 47(6), 12-14.

Describes the successful components of an ABE-GED program established at Odessa College, a community college in southwest Texas. These include a responsible director, adequate funding (with no student enrollment fees), high quality instructors, and the cooperation of public school officials in each city being served.

272. Technical Education Research Center. A model program to instruct manpower training personnel in the selection and application of remedial instructional materials to meet individual trainee needs. Cambridge, Mass.: Author, 1972.

Describes a model program and its purpose, to train personnel who were qualified to establish and operate individualized manpower training (IMT) systems for disadvantaged and handicapped youths and adults. The program involved developing instructional materials and procedures in a programmed instructional model; training administrators, counselors, and teachers to use the IMT system in basic remedial education; developing prototype materials for a mechanical occupational cluster; and monitoring and assessing the staff training program.

273. Von Moltke, K., & Schneevoigt, N. Educational leaves for employees: European experience for American consideration. San Francisco: Jossey-Bass, 1977.

Describes new and detailed information about educational leave policies in nine European nations--paid time off from work for educational purposes. The increasing attention in the United States to lifelong learning may require consideration of educational leaves for employees. In the United States, programs for learning during nonworking hours do exist and unions have negotiated some educational leaves, but Europeans have gone further. This book shows how American businesses could adapt the European example.

274. Waroff, W. La familia: An alternative model for community-based education. Sacramento: State of California, Division of Adult and Community Education, undated.

Describes the La Familia model for community-based education. The program, which was designed to meet the special educational needs of Spanish-speaking farm-worker families, was used in three northern California communities. Its goal was to involve the entire Mexican-American family in a coordinated educational experience. A skilled bicultural/bilingual community education coordinator met with selected families, family needs were assessed, advisory committees were formed, and specific educational program activities were planned.

275. Wilson, L. C. Basic education through Head Start programs. Adult Literacy and Basic Education, 1977, 1(4), 6-12.

Presents the results of a study that surveyed adult education opportunities provided by or facilitated by Head Start programs in Alabama. The author then examines the types of adult education programs, patterns of participation in adult basic education General Educational Development (ABE/GED) programs, and the effect of class location on GED completion.

276. Wirtz, W. The boundless resource: A prospectus for an education-work policy. Washington, D.C.: New Republic, 1975.

Represents a product of the National Manpower Institute, established in 1970 to focus on bridging the gap between education and work. The first part deals with the situation of youth--the transition from school to work and the high youth unemployment rate. The second part focuses on employment and educational problems during the career years, and includes one chapter on adult education. The third part summarizes various proposals for interspersing the earning and the learning of a living.

277. Aker, G. F. The problem of illiteracy: Opportunities for development through adult education. In Florida Department of Education, Economic and social perspectives on adult literacy: A conference report. Tallahassee: Florida Department of Education, 1977.

Outlines the assumptions that are basic in designing public adult education. Aker uses illustrations from the southeastern states to illustrate the deprivation adult illiterates suffer in society. Aker feels that educational technology is sufficient to initiate successful adult education programs, but that communities are failing to put what they know into practice. The final section of the paper discusses possible remedies. The bibliography contains 9 references.

278. Bramble, W. J., & Mertens, D. M. Results of Appalachian education education satellite project needs assessment conferences. Technical Report No. 14. Lexington, Ky.: June 1976.

Discusses a needs assessment program developed in Appalachia for continuing education, adult education, inservice education, and graduate education for college credit. An overview of the methodology and results and a summary are provided for the needs assessment.

279. Burrichter, A. W., & Gardner, D. L. Alternatives for staff development of adult educators. Boca Raton: College of Education, Florida Atlantic University, 1978.

Represents part of an adult education teacher-training project conducted for Florida's adult educators. The book presents information on adult community development, curriculum design, instructional skills, and interpersonal relationships in the form of learning activities. The book presents detailed steps for teaching each of these areas. This book would be beneficial to instructors of adult education or to those designing adult education programs.

280. Calvert, R., Jr. United States. (Chapter 9) In Learning opportunities for adults (Vol. IV of Participation in adult education). Paris: The Organization for Economic Cooperation and Development, 1977.

Summarizes statistics dealing with adult education in the United States. The paper provides an analysis of the participants in adult education and a description of the institutional providers of adult education. Given this overview, the four major federal adult education programs are discussed: adult basic education, cooperative extension activities, adult vocational education, and manpower or job skills training. Additional discussion provides information on teacher preparation and sources of program financing. The bibliography includes 44 references.

281. Davies, M. F. Basic education and job training. Manpower, 1975, 7(1), 3-8.

Reviews some general conclusions about effective basic education practices in manpower development programs. Practices found to be successful include individualized diagnosis of basic skill deficiencies through the use of standardized tests, prescription of remedial programmed instruction materials, systematic reinforcement for learner progress, linking content areas of instruction with subjects of occupational interest to learners, low learner-teacher ratios, and special training of teachers in individualized skill deficiency diagnosis and in instruction for adults.

282. Del Buono, X. A., & McCune, D. Project L.I.F.E. A project to establish leadership and involvement for community education within the state of California--La Familia. Sacramento: State of California, Division of Adult and Community Education, undated.

Outlines an adult and community education program focused on the involvement of family and community members. The authors present the mission and goals, the assumptions, the project components, the program components, the roles and responsibilities, and suggested resources.

283. De Sanctis, V. Serving the undereducated adult: Will success bring failure? Adult Leadership, 1974, 23, 11.

Indicates that ABE-GED adult learning centers, using individualized learning environments, have been successfully reaching undereducated adults. Because of this success, urban schools have begun sending the "hard-to-reach" secondary school students to adult learning centers, thereby causing older adults to withdraw from these programs. Questions are raised concerning who should be served by these programs.

284. Devereux, W. A. The adult literacy campaign in the United Kingdom. Convergence, 1977, 10, 10-17.

Discusses the methods that were used to develop a British literacy program. The authors concisely address areas such as (1) developing priorities and needs; (2) organizing a three-way public awareness campaign; (3) appointing staff members and recruiting volunteers; and (4) encouraging student participation. Especially noteworthy is the use of the BBC as a teaching aid and a referral service for illiterate adults.

285. Glass, J. C., Jr., & Hoffman, L. M. Teaching of English to undereducated adults. Community/Junior College Research Quarterly, 1977, 1, 289-302.

Reviews research on teaching English to undereducated adults. Various factors that might account for the language-based problems of educationally deficient adults are suggested, and implications are drawn for classroom teachers.

286. Grander, J. C., et al. Discussion of industry-education cooperation for adult learning (Report No. VT-101-749). Columbus: Ohio State University, August 1975.

Identifies and discusses issues focusing on cooperative adult education programs for use in developing and planning such programs. The report discusses such issues as the reasons for cooperation, the benefits and the costs, the conflicting goals, the views and roles of various participants, and leadership and staff.

287. Hayes, A. P. Community colleges serve some of the people. Community College Review, 1973, 1(1), 38-43.

Reports that community college services have not yet reached the most undereducated adults of their communities. More flexible methods of delivering services are described as possible solutions to the problems. These methods include one-to-one recruiting, one-to-one home tutorials, and the use of college students as tutors. Obstacles to participation in ABE by adults, such as the need for transportation and child care, are also pointed out. The bibliography contains 5 references.

288. MacFarlane, T. Curriculum innovation in adult literacy: The cost of insularity. Studies in Adult Education, 1978, 10, 153-160.

Critiques the British Adult Literacy Resource Agency (ALRA). The author points out that the British adult education curriculum was developed post hoc to the literacy campaign, and the United Kingdom repeated many mistakes made by the United States. The author is urging the ALRA to learn from U.S's mistakes and to decide on a curriculum which is holistic and student-centered. The bibliography contains 15 references.

289. Messenger, J. A vocationally oriented skills center for remedial learning. Technical Education News, 1977, 36(3), 19-20; 24.

Presents a learning skills center in the Flint Hills Area Vocational-Technical School, Emporia, Kansas, set up to provide remedial instruction in basic skills. Group instruction, individualized instruction, and multimedia aids are used to help the participants (high school students and adults) with reading, writing, math, and oral communication.

290. North Central Technical Institute. A reevaluation of the development program (Final Report). Wausau, Wis.: Author, 1974.

Describes the North Central Technical Institute program to increase student skills in specific areas and to permit career exploration prior to enrollment in a vocational program. This article reports on a study conducted when voluntary enrollment in the preparatory program declined. Improvements in facilities, better promotional methods, and increased financial aid were recommended, as were individualized courses for all students in the program.

291. Rauch, D. B. (Ed.). Priorities in adult education. New York: Macmillan, 1972.

Represents a collection of articles prepared with funds from the Adult Education Association of the United States of America. Chapters were written by eight authors to assist others in planning educational programs for adults. Topics include the assessment of community needs, functions of boards and committees, the role of the volunteer and the professional, details on beginning an adult education program, the development of projects in small group settings, planning conferences, seminars or workshops for large groups of adults, and the role of public relations in planning successful programs.

292. Smith, R. M., Aker, G. F., & Kidd, J. R. Handbook of adult education. New York: Macmillan, 1970.

Presents one of the best overviews of adult education from an institutional and programmatic viewpoint. The handbook is comprised of essays by well-known specialists; each essay accompanies a useful bibliography.

293. Verduin, J. R., Jr., Miller, H. G., & Greer, C. E. Adults teaching adults: Principles and strategies. Austin, Texas: Learning Concepts, 1977.

Serves as an introductory text for teachers and administrators, for curriculum developers, and for researchers interested in adult education. The book portrays the diversity of adult education activities; provides the philosophical, historical, and legislative bases for such activities; presents an instructional model focused on specifying instructional goals; and offers some ideas for an adult instructor. The last chapter examines competency-based instruction emerging from the Adult Performance Level study.

294. Verner, C., & Booth, A. Adult education. Washington, D.C.: The Center for Applied Research in Education, 1964.

Presents a broad discussion of adult education in the United States. Chapters describe the adult learner and the adult educator, recommend how to design and manage a learning experience, and discuss how to evaluate educational effort. The authors argue that the multiplicity of agencies and the uncertainty of their permanence have interfered with the development of a strong, coordinated system of adult education. The bibliography contains 44 references.

295. Wells, R., & Ulmer, C. How to administer programs for disadvantaged adults. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Presents basic information about programs for disadvantaged adults gathered from over 100 administrators and teachers. It includes information on the characteristics of the disadvantaged adult, on encouraging enrollment, on using a competency-based learning program, on recruiting teachers and aides, on avoiding high rates of turnover, and on the functions of personnel administrators. This information is especially valuable because few administrators have been trained to work in adult education programs.

296. Adult Education Reviews. Journal of Reading, 1977, 756-57; 766-68.

Presents a critical review of the Steck-Vaughn reading program and of Bowun and Zinty's book, Teaching Reading in Adult Basic Education. The reviewers highlight positive and negative aspects of the materials and offer additional suggestions on adult reading programs. Detailed and well written, the reviews would be helpful to those who want to choose a reading program for adults. (The paper also presents brief abstracts of other useful materials.)

297. Bataille, L. A turning point for literacy: Adult education for development. London: Pergamon Press, 1976.

Comprises a book of readings from an international conference on literacy. The contents include various experimental literacy programs, the functions of literacy in a society, the correspondence of other social reforms with literacy reform, learner-centered literacy reform, and literacy in the learning society. The book speaks to issues most relevant to third world nations, yet it is rich in methods, ideas, and practices to be of value to American adult educators.

298. Carroll, B., & Chall, J. S. (Eds.). Toward a literate society. New York: McGraw-Hill, 1975.

Provides a thorough overview of the problem of literacy in adult education. It is written in two parts: (1) a report by the Committee on Reading--National Academy of Education, and (2) papers commissioned by the academy. Recommendations for adult literacy programs include acquiring more adequate funding coupled with community support; recruiting and training effective instructors; using instructional materials appropriate for various types of adults; outlining new developments in educational technology; implementing new tests and standards of literacy; and using incentive systems to entice adults.

299. Coles, G. S. The chains of functional illiteracy. The Education Digest, 1977, 10-13.

Summarizes the possible causes of functional illiteracy, including lack of schooling, family economics, and minority stereotypes. Coles also discusses the 1975 University of Texas report on adult functional illiterates and the impact this report caused in schools all over the United States.

300. Coles, G. S. Dick and Jane grow up: Ideology in adult basic education readers. Urban Education, 1977, 12, 37-54.

Examines the ideological concepts that are conveyed to beginning readers. A content analysis was conducted in five sets of adult basic education material. The author concludes that these materials express concepts that favor the dominant group rather than represent the present state of affairs. The adult basic education texts, therefore, contain political statements that are predominantly against the interests of minority and poor adults who use the texts. The bibliography includes 26 references.

301. Coles, G. S. U.S. literacy statistics: How to succeed with hardly trying. Literacy Work, 1976, 5(2), 47-68.

Suggests that given the intelligence levels of the 2% of the population on the lower end of the intelligence distribution, the literacy figures indicate that illiteracy for all those with the intellectual capacity to become literate has been eliminated. The authors then develop the argument that since only a small fraction of the 1.2 million new literates could possibly have improved their skills through existing programs (based upon enrollment data), literacy statistics should be viewed with great skepticism. The bibliography contains 30 references.

302. Decrow, R. (Ed.). Adult reading abilities: Definitions and measurements. Washington, D.C.: National Reading Center Foundation, 1972.

Reports the progress on several projects that define and measure adult literacy and summarizes the basic approach of each project. Among the studies reported are the National Assessment of Educational Progress (NAEP) in reading, the Adult Performance Level Study of life skills and requirements, the Louis Harris study of real-life related reading objectives, and the Educational Testing Service study of adult reading behavior.

303. Decrow, R. (Ed.). National Right to Read partners. Washington, D.C.: National Reading Center Foundation, 1972.

Describes several organizations that aid illiterate adults in learning reading skills: the National Association for Public Continuing and Adult Education, American Library Association Adult Service Division, Adult Education Association of the U.S.A., and the National Affiliation for Literacy Advance. A list of publications and additional materials and an address to contact for further information are provided for each organization.

304. Dentler, R. A., & Warshauer, M. E. Big city dropouts and illiterates. New York: Praeger, 1968.

Describes a study (begun in 1963) desgined to rank metropolitan communities in terms of their production of high school dropouts and adult illiterates and to determine whether differences in dropout rates and illiteracy are related to selected characteristics of the local economy and social structure. Dropout rates and levels of adult illiteracy were found to differ as a function of levels of poverty, occupational mix, economic opportunity, and social mobility. The bibliography contains 46 references.

305. Dinnan, J. A., & Ulmer, C. (Eds.). Teaching reading to the disadvantaged adult. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Focuses on assessing the background of the individual and on assisting him or her in reading and mathematics. The approach emphasizes these skills as the decoding of symbolic codes. The approach begins with an introduction to a symbolic code, continues with basic reading skills, and finally covers comprehension. The final section of the book discusses important aspects of organizing an adult instruction group.

306. Economic and social perspectives on adult illiteracy: A conference report. Tallahassee, Fla.: Dept. of Education, 1977.

Contains papers that were produced for the Topical Conference on Adult Literacy held in Orlando, Florida, in 1977. The conference dealt primarily with adult illiteracy in the southeastern states, but most of the topics discussed would have implications for anyone involved in ABE programs. Topics covered include economic benefits of education and investment in human resources, the problem of illiteracy, opportunities for development through adult education, and savings to society by investing in adult education and in alternative approaches to equity in school finance.

307. Hall, M., & Coley, J. D. Needs in reading instruction in adult basic education. Adult Leadership, 1975, 24, 103-104.

Points to the inadequate teaching of adult illiterates, and stresses the need for instructional programs in teacher education and in research. To enable adults to take advantage of the right to read, the authors emphasize that support must be provided by public agencies, educational systems, and teacher education institutions. Professionals in teaching reading also have a responsibility to the millions of low literates who can be reached through Adult Basic Education Programs. The bibliography contains seven references.

308. Harvey, R. L. The reading level of adults versus the readability of non-text materials. Adult Literacy and Basic Education, 1978, 2(3), 181-189.

Discusses the need for state and federal agencies to reduce the reading level of their publications to a fifth-grade level. The author states that reducing the reading level increases the readability of the materials and improves their public use. A successful program in Florida is also discussed. The bibliography contains 21 references.

309. Hoffman, L. M. Reading errors among skilled and unskilled adult readers. Community Junior College Research Quarterly, 1978, 2, 151-162.

Describes the testing of adult skilled and unskilled readers by using the cloze procedure, comparing syntactic and lexical errors with materials at varying levels of difficulty. The findings suggest that reading materials for adult basic education students should be controlled not only for vocabulary and subject matter but also for the syntactic complexity of the written language.

310. Horn, T. Reading for the disadvantaged: Problems of linguistically different learners. New York: Harcourt, Brace, & World, 1970.

Comprises a book of readings primarily for elementary and secondary teachers, but also of value to adult educators confronted with language difficulties when developing adult basics. The author's notion of language difficulties is cultural rather than physiological, in that the teacher is confronted with a problem of interpretation, not ability.

311. Jones, H. A. Adult literacy in the United Kingdom: The research dimension. Convergence, 1977, 10(1), 29-35.

Describes some of the research on adult literacy currently being undertaken in the United Kingdom. Among the problems in designing and executing such research are lack of base-line data, lack of confidentiality, lack of any agreement on the definition of literacy, lack of normatively based tests, and the inability to use questionnaires. Finally, some research needs are indicated. The bibliography includes 16 references.

312. Kokes, L. B. Reading program helps employees step ahead. Journal of Reading. 1977, 20, 364-367.

Describes the Basic Employee Education Program at the Evanston (Illinois) Hospital. Some of the features of the program include complete confidentiality of test scores and evaluations, early evaluation of employee reading levels, the development of individual programs, release time for instructional purposes, and exploration and use of community resources. The bibliography consists of 2 references.

313. Lumsden, D. B. Programmed instruction: Buyer beware! Journal of Reading, 1975, 19, 52-54.

Describes the field test results of four commercially produced programmed instructional packages that are designed to teach illiterate adults to read. The results show that all the materials were ineffective.

314. Manning, D. T. Everyday materials improve adults' reading. Journal of Reading, 1978, 21, 721-724.

Describes a CETA reading program for clerical trainees. The trainees used newspapers and paperbacks as the basis for the course. Students kept lists of "technical" (job-related) and unfamiliar words, and discussed them each week. Vocabulary scores (as measured by the CTB tests of Adult Basic Education) improved significantly during the 15-week course. The bibliography includes 10 items.

315. Manpower Administration. Effect of basic literacy training on test scores. Washington, D.C.: Author, Department of Labor, U.S. Training and Employment Service, 1969.

Investigates the effect of literacy training for disadvantaged adults on achievement test scores in a variety of ways, including employing GATB scores and results of two verbal and two mathematical aptitude tests. Improvement on arithmetic scores was predicted by minority group status, GATB scores, and nonreading test scores. Literacy training improved reading test scores.

316. Mocker, D. W. Cooperative learning process: Shared learning experience in teaching adults to read. Journal of Reading, 1975, 18, 440-444.

Discusses the differences in methods of teaching reading to adults and children. The author argues that materials and methods for teaching adults must recognize the experience and knowledge that each adult brings to class, must place responsibility for learning on the student by letting him or her select materials to learn from, and must place the teacher in the role of co-learner, thus avoiding the false characterization of the teacher having "all the answers."

317. Monteith, M. K. Taped books and reading materials. Journal of Reading, 1978, 21, 554-557.

Reviews reports on the use of taped books and reading materials as a method for teaching reading. Related techniques such as choral reading, sustained silent reading, and the neurological impress method are also described.

318. National Reading Center. A nationwide survey of adult reading skills. Washington, D.C.: Adult Reading Development Center, undated.

Describes a Louis Harris study, commissioned by the National Reading Center, that measured the ability to read and answer questions about such items as classified newspaper advertisements and a composite standard job application form. The results showed that over 5.6 million people 16 years and older were unable to read and answer more than 20% of the questions, and 1.4 million missed every item. Although differences in scores related to many factors, education level was the factor most closely related to performance.

319. Pidgeon, D. A self-instructional programme for teaching adults to read English. Literacy Work, 1976, 5, 47-55; 57; 59.

Describes the "initial teaching alphabet" (i.t.a.), a self-instructional reading program designed to teach basic literacy skills in English to adults in a systematic and logical way. This method teaches the language sounds and their related i.t.a. characters through recordings and workbook exercises.

320. Pyrczak, F. Knowledge of abbreviations used in classified advertisements on employment opportunities. Journal of Reading, 1978, 21, 493-497.

Presents a test on abbreviations used in classified employment advertisements that may be used in survival reading skills instruction.

321. Rakes, T. A. A comparative readability study of materials used to teach adults to read. Adult Education, 1973, 23, 191-202.

Compares five methods for estimating the grade level of 29 common ABE books. The author presents results of statistical analyses that imply readability should be assessed by a combination of measures. He feels that more research into the readability of ABE materials is needed. A 6-item bibliography is included.

322. Robinson, R. D. Literacy instruction--An opinion survey of persons in adult education. Adult Leadership, 1974, 23, 167-169.

Reports the findings of an opinion survey of 119 people who completed their doctorate in the field of adult education during 1972. The article summarizes findings about personal data (age, sex, teaching experience), current employment, and professional training or experience for this group. The most frequent finding was that over 70% of the total responding indicated they had not had a course in reading instruction. The provision for courses on teaching literacy skills and reading by departments of adult education is recommended. The bibliography contains 1 reference.

323. Sarkisian, E. Now I know what the story is about. English Education, 1977, 8, 95-102.

Describes a high-school equivalency class taught at work that helped a hospital worker to learn to read. Practical difficulties in living with illiteracy and barriers to learning, such as ridicule, are also noted from a personal point of view.

324. Smith, J. L. Motivating the illiterate adult. Adult Leadership, 1975, 23, 342-344.

Describes motivational factors affecting the illiterate adult. Three kinds of factors are discussed: (1) sociocultural forces, (2) interests and needs, and (3) methods, devices, and techniques.

325. Smith, K. Review of Teaching reading in adult basic education (new edition) by F. F. Bowren & M. V. Zintz. Journal of Reading, 1978, 21, 766-767.

Reviews a much-needed teacher training textbook. The first section provides insights into sociological and psychological factors that influence undereducated adults; the second section covers basics in teaching reading; and the third gives information about methods and instruments that are useful for diagnosing reading needs. Appendices include basic sight word lists, readability formulas, reading inventories, and publisher and material lists.

326. Spache, G. D. Good reading for the disadvantaged reader: Multi-ethnic resources. Champaign, Ill.: Garrard Publishing, 1975.

Presents substantive insights into the disadvantaged learner, and provides lists of books and resources for specific subpopulations. Resources are chosen according to the premise that the disadvantaged learner lacks self-concept and would benefit from learning experiences that build self-concept. The author points out the importance of helping pupils find books with which they can identify--books in which they can find positive images of their race or ethnic type.

327. Stanley, M. Literacy: The crisis of a conventional wisdom. School Review, 1972, 8, 373-403.

Presents a critical analysis of Paulo Freire's writings on literacy and literacy training. The author considers Freire's work to be relevant to industrial democracies (such as the United States) as well as to oppressive political systems (as in Latin America). He concludes with some sociological issues that derive from the resulting philosophy of education.

328. Stauffer, J., et al. Literacy, illiteracy, and learning from television news. Communications Research, 1978, 5, 221-232.

Examines the ability of literate and illiterate adults to recall and use information presented in a national network television program. During unaided recall and on a multiple-choice test, the literates performed better than the nonreaders--the literates recalled 55% more stories and performed 63% better on the test than did the nonreaders.

329. Stevens, J. The BBC adult literacy project. Convergence, 1977, 10(1), 20-28.

Describes the British Broadcasting Corporation's Adult Literacy Project, which is believed to be the first attempt to use broadcasting on a massive scale to discover the extent of illiteracy in an industrialized society and to contribute to its alleviation. Television or radio cannot, on their own, achieve a great deal; this project supplements the national adult literacy program.

330. Taschow, H. G. The usefulness of five basic word lists in teaching adults to read. Journal of Reading, 1977, 20, 377-380.

Compares the words used in 10 short passages chosen randomly from materials that an adult might read (ads, magazines, instruction books) to five basic word lists. Sixteen percent of the words in the passage appeared in a derived form (plural, past tense, adverb, etc.), and 11% of the words used were not on any of the word lists. The author suggests that word lists be used to determine which words in ABE reading classes must be given special introductions. The bibliography includes 10 items.

331. Tripathi, Y. A guide to functional literacy for literacy administrators and workers. Lucknow, India: Literacy House, 1970.

Presents an overview and practical suggestions for the literacy administrator and worker. Chapters cover an overview of the problem of illiteracy; adult learner characteristics; methods of teaching languages to illiterate adults; the organization and administration of literacy classes; patterns of adult education; audiovisual materials; teaching materials and equipment; follow-up services; dropouts; testing; and literacy records. Appendices include statistics on literacy in India and a bibliography.

332. Van Norden-Peck, C. & Kling, M. Adult literacy in the seventies: Its definition and measurement. Journal of Reading, 1977, 677-682.

Reviews studies that attempts to define adult literacy. The authors also discuss different methods of assessing adult literacy such as the Mini-Assessment of Functional Literacy, the Adult Performance Level Study, and Reading/Everyday Activities in Life. The paper concludes by analyzing the trend toward criterion referencing and toward more traditional literacy tests. The references list 15 sources.

333. Kozoll, C. E. The meek will inherit nothing. Integrated Education, 1973, 11(6), 35-38.

Documents the failure of ABE programs in the southeast to recruit and retain more than a small fraction of the undereducated. The author attributes the poor performance to such factors as inadequately prepared teachers, irrelevant instructional materials, and a low percentage of ABE supervisors who are black, which limits their ability to empathize with teachers and students. A somewhat successful teacher-training project funded from 1969 to 1972 and specifically designed to involve blacks is discussed.

334. Rinnander, E. Recruiting adult students. Community College Review, 1977, 5(1), 55-60.

Describes approaches and techniques that could be used for ABE, although directed at recruitment of traditional and nontraditional college students. The author emphasizes that recruitment literature and recruitment counseling must be directed to the specific needs and characteristics of each client group (adult women, elders, minority students).

335. Rossman, M. H. Recruiting illiterates via the media. Adult Leadership, 1975, 23, 223-224.

Describes a successful media campaign used to recruit ABE students.

336. Ryan, J. W. Problems of recruitment in literacy and adult education programmes. Literacy Work, 1975, 4, 59-65.

Describes a University of Massachusetts program titled "A model to recruit illiterate adults to adult basic education programs," and reviews the requirements and potential value of using radio and television publicity. In addition, the author discusses problems encountered in the United States and in developing countries that arise from the stigma attached to illiteracy. The bibliography contains 1 reference.

337. Apps, J. W. Toward a broader definition of research, Adult Education, 1972, 23, 59-64.

Argues that empirical research is an inappropriate approach to use for much of the research needed in adult education. The author calls for a broader approach to adult education research, one determined by the kinds of questions that need answering.

338. Brunner, Edmund des. Adult education and its research needs. Adult Education, Summer, 1960, 219-227.

Discusses many areas of adult education that are sorely in need of research--both basic and applied. These areas include reaching the undereducated, research in attitudes, participation, and enrollment economy.

339. De Sanctis, V. ABE statistics--What you see is what you get, maybe. Adult Leadership, 1971, 19, 345-346.

Reviews the data in the only major statistical contribution to ABE policy-making, the annual report titled Adult Basic Education Program Statistics: Students and Staff Data, prepared by the National Center for Education Statistics, fiscal 1969. The author complains that the report is of little use for policy decision-making. In particular, he mentions that (1) the definitions of certain variables are vague (e.g., grade level, completion of a level, programmed instruction); (2) comparisons with other available statistics, such as census figures of potential ABE or ESL students, are not given; and (3) the "other" category on several tables represents the largest single category.

340. Grabowski, S. M. (Ed.). Research and investigation in adult education: 1970 annual register. Washington, D.C.: Adult Education of U.S.A., 1970.

Covers adult learning characteristics, methods, curriculum materials, and instructional devices; personnel and staffing; education of specific clientele groups; special program areas; professional and technical continuing education; management and supervisory development; occupational training; labor education; institutional sponsors; and international perspectives in adult education. The 750 items in this annotated bibliography are mostly dated 1960 or 1970.

341. Henschke, J. A. Contemporary historical research in adult education. Paper presented at the Adult Education Research Conference, Chicago, April 1974.

Justifies historical research on Malcolm S. Knowles, a contemporary leader in adult education.

342. Kreitlow, B. W. Federal support to adult education: Boon or boondoggle? Adult Education, 1975, 25, 231-236.

Recalls the author's earlier work that developed a taxonomy of needed research (Kreitlow, 1968). He restates 32 areas for needed research, which are divided into categories of "priority," "high priority," and "needed." He states his belief that little or nothing has been done to satisfy the need in any of the research areas.

343. O'Keefe, M. The adult, education, and public policy. Paper prepared for the Program in Education for a Changing Society of the Aspen Institute for Humanistics Studies, Aspen, Colorado, December 1976.

Examines the current overall level of participation in adult education and the factors affecting the participation rates. The author then turns to making projections about future participation rates. These discussions are based on analyses of the participation in adult education surveys conducted by the National Center for Education Statistics. The final chapters focus on certain program and policy proposals concerning materials development and facilitating services, the removal of obstacles to participation, major funding proposals, and proposals for tax incentives.

## TEACHER TRAINING

344. ABE teachers: How to select and improve them. Administrators Swap Shop, April 1976.

Lists generalized suggestions on what to look for in a candidate for an ABE teaching position. It also provides tips for improving the quality of teachers and of methods to help them observe and participate in inservice training.

345. Grabowski, S. M. Training teachers of adults: Models and innovative programs. Syracuse, N.Y.: Syracuse University Publications in Continuing Education, undated.

Reviews and analyzes the literature dealing with training teachers of adults. Existing exemplary training programs and practices are identified and described, enabling practitioners to choose alternative models and programs.

346. Hansen, G., & Peper, R. S. Life-coping skill development through practical action. Adult Leadership, 1976, 24, 279-80.

Discusses the need for inservice training of adult basic education teachers. The approach taken by the University of Northern Iowa to provide such training is then described.

347. Johnson, S. L. Universities and staff development: A success story. Adult Leadership, 1975, 24, 73-75.

Reports on the successes of the Region IV ABE Staff Development Project in involving universities in the development of ABE staff. Twenty-eight universities in eight southeastern states worked with state departments of education and the region's HEW office in fostering the development of teacher training programs. Dramatic growth in the enrollment of teachers is reported; factors contributing to the growth are described.

348. Martin, M. C., et al. A handbook for adult education teacher trainers. [No publisher or place of publication. Available from ERIC: ED 067 554.] 1972.

Offers a handbook for adult basic educators. Part I looks at the target population and some of the many programs that exist to train population members; Part II identifies techniques for teaching under-educated adults; and Part III briefly discusses the development of teaching materials for ABE programs.

349. Morgan, B., Holmes, G. E., & Bundy, C. E. Methods in adult education. Danville, Ill.: Interstate, 1976.

Designed to help train adult education teachers and to assist those already working in public schools, libraries, churches, industry, and other organizations. Following an overview of activities and principles in adult education, the authors discuss the selection of specific methods and meeting types. Then, details are given about certain techniques such as formal presentations, discussion methods, sensitivity training, demonstration methods, field trips and tours, audiovisual aids, and written communication.

350. Bertcher, H., et al. Role modeling and role playing: A manual for vocational development. Ann Arbor, Mich.: Science Services, Inc., 1971.

Focuses on role modeling and role playing as a topic area for combining social science research and employment agency experience. The purpose of these activities is to improve the employability of the disadvantaged. The manual can serve as a practical guide for employment agencies and for organizations that serve the disadvantaged.

351. Church, O. Bite-size progress--adult education. Journal of Business Education, 1973, 48, 341-342.

Describes a vocational education program to train women in clerical and secretarial skills. Developed at New Mexico Junior College, the program emphasizes affective as well as cognitive aspects of skill development.

352. Cooney, J. The adult competency project: An experimental adult basic education demonstration project (Final Report). Redwood City, Calif.: San Mateo County Office of Education, 1978.

Describes in detail the development of an Adult Competency Education project in Redwood City, California. The paper contains job descriptions in terms of the basic competencies needed and the program objectives. A vocational counseling service assisted the students in understanding skills they needed. The limited sample used in the Redwood City project did not show significant differences from the control group, but the project did develop valuable data on basic job descriptions.

353. National Survey of Competency-Based Adult Vocational Instruction: Instructor Survey. The Center for Vocational Education, Ohio State University. (no date given)

Constitutes an instructor survey form put out by Ohio State University's Center for Vocational Education. This nationwide survey form is used specifically to collect information about the extent to which an instructor feels his or her course incorporates competency-based instructional features, collects descriptive information about the course, and collects information to be included in the National Directory.

354. Peterson, G. B., & Brury, T. F. Basic education services in manpower training programs. A report from the national inventory of manpower programs (Final Report). Washington, D.C.: Bureau of Social Research, Inc., 1972.

Discusses aspects of basic education as provided in Department of Labor manpower training programs. The authors cover types of providers, curricula offered, the GED exam, and basic education tailored to specific occupations, and also defines problems and characteristics of staff.

355. Pryor Public Schools. A special project designed to offer occupational information to adults in ABE classes and to research the performances of those adults who took advantage of opportunities for further training. Pryor, Okla.: Author, 1974.

Describes a project designed to provide occupational information to adult basic education students and to research the effectiveness of the project through a follow-up survey. Results indicated that 59% had taken the first step in pursuing career development, the major goal of the project. Students were found to adopt more realistic approaches to seeking short-term goals when knowledge of job qualifications was acquired.

356. Reilly, W. Competency-based education: Pros and cons. American Education, 1978, 21-23; 26-28.

Reaccounts the observations of Wayne Reilly, an education reporter for the Bangor (Maine) Daily News. The author took a leave of absence as a Ford Fellow in Educational Journalism to observe competency-based education. He makes observations about states that currently have CBE programs, legislative issues dealing with CBE, as well as the pros and cons of CBE. This author found that although CBE programs have some value, on the whole CBE's cons outweigh its pros.

357. Spillmon, R. E. & Bruce, H. V-TECS: The push to competency-based curriculum. American Vocational Journal, 1976, 30-32.

Explains the Vocational-Technical Education Consortium of states (V-TECS)--13 states working to develop a standardized curriculum in vocational education. V-TECS' primary purpose is to develop valid catalogs of performance objectives, criterion-referenced measures, and performance guides for learners in vocational-technical education. This article explains the six steps that are used to develop these materials.

358. Davidson, E. W. COPE's educationally disadvantaged, low-income mothers who are heads of households. Adult Leadership, 1976, 24, 267-270.

Chronicles Operation COPE, an experimental demonstration project in adult basic education. The project established two family learning centers in Washington, D.C., that served a total of 110 disadvantaged mothers who were heads of households and who had less than eight years of schooling. Program objectives were to solve problems and to relate learning to action.

359. Park, R. J. Women in adult basic education. Lifelong Learning: The Adult Years, 1977, 1(4), 12-13; 21.

Discusses sex discrimination in the employment and promotion of women ABE teachers and administrators. The article is based in part upon survey data collected in Minnesota, Michigan, North Carolina, Kentucky, and Illinois. It is also based upon a review of statistical information available from the National Association for Public and Continuing Adult Education.

360. Ploetz, G. Adult basic education and the disadvantaged woman. Paper presented at the National Adult Education Conference, Portland, Ore., October 1978.

Begins with a review of previous literature dealing with the needs, problems, and concerns of disadvantaged women, supplemented by interviews with a few ABE students. An examination of ABE reading materials reveals that women are portrayed as wives and mothers, and working women as secretaries; pictures depicting lifestyles are traditional, conservative, and middle-class; and older women are often shown standing in unemployment lines or in welfare lines. The materials do not provide role models of women who are going to school, going to work, and/or raising families.

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